



# *Educational Performance of Scheduled Castes*

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**Ramaiah Kinjaram**





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## *Chapter 1*

# *Introduction*

### **1.0.0 Background of the Problem**

Indian society has been the most stratified society. It has been stratified on the basis of caste. The caste has been defined as a hereditary endogamous occupational group restricted to a region with certain constraints of commensality. The very nature of immobility and lack of interaction has made the caste system very rigid and fostered inequality permanently.

Purushasukta of Rigveda while talking of four caste groups, "His mouth the Brahmin, his two arms were made into the Rajanya, his two thighs the Vaisyas, from his two feet the Sudra was born" (Deburi 1958: 16).

The order in which the four groups of the society, namely Brahmins, Rajanya, Vaisyas and Sudras were created and the particular limbs that were associated with probably indicate their status in the society (Ghurye 1959: 44). The origins of the classification of society are reiterated and interpretations added in Taitreya Samhita, Satpata Brahmana, Aitereya Brahmana. While Rigveda talks of Arya Varna and Dasu Varna, Satpata describes the four classes as four varnas and the Brahmana as the spreader of civilization. References were made of Chandala in Yajurveda as degraded people Brihadaranyaka Upanishad depicts Pulakas and Chandalas as despised race of man. They said to be illicit issues of



Nishada or Shudra men and Brahmin and Kshatriya women (Parmaji, 1985).

Ambedkar (1928) describes the fifth varna as broken men. He says that the Aryans used to lead nomadic life before they settled down in India as agriculturists. A section of their people continued to lead a nomadic life defying the norms of settled life set by settled Aryans. While moving about they used to temporarily settle down on the outskirts of human settlements. They were used often as the protectors of a settled way of life. Eventually they settled down on the outskirts only. But the initial wrath of settled people against these protectors who were the broken people continued as they were never integrated with the main stream of life.

If the fifth varna is a victim of pratiloma, as explained in the scriptures, or the ostricized broken men, as theorised by Ambedkar, the fact remains that they were segregated to such an extent that they were never allowed to come close to the Hindu society. These people have been refused property rights and exposure to the culture and education of the society. Thus they were treated as a sub-human category for thousands of years. It is only during the British rule that their miserable plight was recognised and certain ameliorative measures were adopted. The reformers like Mahatma Phuley, Mahatma Gandhi and Ambedkar strived to better their conditions and because of their efforts some easing of the discrimination is noticed. For a long time the Harijans were never allowed entry into schools. Subsequently, educational institutions, mostly, sub-standard ones, are being opened for the first-generation learners from the Harijan Community. Free-ships, scholarships and free boarding and lodging arrangements are increasingly being provided to them.

But the Harijans themselves do not seem to be a monolith. The effects of the caste-system seem to have afflicted them and so there is not a single caste of Harijans, but they are classified into a number of castes which have been scheduled and put under Scheduled Caste category.

The Scheduled Castes seem to have been further stratified. Some castes assume themselves to be superior to others. Again their claim of superiority may be because of Sanskritization, though the magnitude of sanskritization may be vapour thin. Inequalities between the sub-castes seem to afflict them as well.

As it is inherent in the nature of caste, the caste is a regional phenomenon, not a national one. So even the Scheduled Caste categories are regional ones. Though the only test of getting included into Scheduled Castes is the element of untouchability, the Scheduled Caste vary from region to region; within a particular region or state these castes are localised groups.

In Andhra Pradesh 59 Scheduled Caste categories are identified. Some are numerically large and some are less in numbers. But they do not seem to be a uniform lot. Stratification and hierarchy are the norms and so the result will be unequal caste groups within Scheduled Caste category.

When educational opportunities are provided to these categories, it is possible, that all the caste groups may not avail these opportunities in equal measures. Their ability to benefit from these opportunities may not be uniform. The level of performance of these students exposed to education may not be even and so there is a need to measure the performance of these students in relation to their sub-caste categories.

Ours is a male dominated society where female education is neglected. Girls within the Scheduled Caste categories might be a further neglected lot and thus Scheduled Caste girls may not reach educational levels reached by Scheduled Caste boys. To what extent the Scheduled Caste girls get neglected when compared to their counterparts was a question meriting research attention.

Normally the richer parents, within a caste-category send their daughters to school while the poorer parents do not. When so many educational facilities are provided by the

government to Scheduled Caste students would be the poorer parents send their daughters to schools? What could be the relationship between socio-economic status background of the families of Scheduled Caste boys and girls?

Normally the performance of the boys and girls is not found to be uniform throughout the world, because of certain peculiar advantages and disadvantages enjoyed by both boys and girls. Even the Scheduled Caste boys and girls may face problems peculiar to them so there is a need to study the performance levels of Scheduled Caste boys and girls in view of the problems faced by them.

Since each Scheduled Caste category may not be equal to the other, the educational levels reached by them may not be identical. The students from which particular Scheduled Caste sub-caste category take advantage of education more than others, merits research attention.

Rural and urban factor has been a big factor in influencing various dimensions of education. In this context, what is the rural and urban background of Scheduled Castes in relation to their sub-caste categories? To what extent, the rural and urban children reach the educational levels? What are the socio-economic status levels of rural and urban Scheduled Caste children and how rural and urban Scheduled Caste students perform at various examinations? These are some of the questions, which need answers which help in monitoring the progress of Scheduled Caste students.

There is always a relationship between socio-economic status background of the students and the educational levels reached. In the case of Scheduled Castes, there is again a need to find out; do the Scheduled Caste children who reach higher levels of education have higher socio-economic status levels? And there is again a need to confirm, if there is any positive association between socio-economic status levels of Scheduled Caste students and their performance? This dimension is becoming more important, particularly in view of the fact that education is free and so many facilities are being provided to Scheduled Caste students.

Finally the performance is found to be a function of the quality of the school reflected in the school management. Posh schools, as they admit only the affluent may not be relevant to Scheduled Caste, but even the other schools are not uniform in quality. The private aided and unaided may not perform equally well. The Scheduled Castes are likely to join mostly in government and zilla parishad schools. How is their performance vis-a-vis management of the school? Thus the school management as such could be a very relevant factor needing research analysis to get clarification regarding the performance of Scheduled Caste students studying in various schools under different managements.

Thus the research which concentrates on the Scheduled Caste sub-caste categories addresses itself the questions posed for investigation.

### **1.1.0 The Problem**

Thus the thrust of research is to study "The Academic Achievement of Scheduled Caste Students hailing from various sub-caste categories in relation to their socio-economic status and community background in Telangana Region of Andhra Pradesh".

### **1.2.0 Significance of the Problem**

The researches undertaken so far have largely concentrated in finding out the educational status of the Scheduled Castes, the quality of schooling, the hostel life of the children and the prospectus of success in the examinations etc. Certain other studies made by Parmaji et al (1985) have attempted to find out the academic progress of Scheduled Castes, Scheduled Tribes and B.C. students, who get admitted in various educational programmes on the basis of reservation, vis-a-vis that of other candidates, who get admitted in the same institutions on the basis of merit secured in the qualifying examinations.

All such students have been made on the assumption that the Scheduled Caste students do not have any differences as

such basing on their sub-caste categories and that Scheduled Caste students constitute a well knit-monolithic unit. The assumption that all the castes within Scheduled Caste categories are equal has not been questioned and so no research has been done in finding out the educational differences, if any, among the caste categories included in the Scheduled Castes.

There is a thinking that the castes included in the Scheduled Caste list are not equal—some are economically more advanced, and some are advanced educationally as well, some other castes are moderately backward while others are extremely backward. Some are economically more backward than others while the educational status of some is worse. There is a feeling that some castes avail of the benefits accruing from the welfare measures extended by the government more than others. It is often complained that very few castes avail of the reservation facilities in educational institutions and in the selection of posts. Thus one tends to find a mini caste system of privileged and handicapped within the category of Scheduled Castes.

If the situation is really so, it is alarming. The objective of the caste based reservation is to achieve a measure of equality among all castes. So it becomes necessary to periodically assess to what extent all the castes listed in the schedule avail of the benefits of the reservations. The present research venture is one such attempt to assess. If it is found in the present investigation that all the Scheduled Castes avail of the reservation facilities and are recording relatively equal progress in the status of education, one need not worry about it; but if the research reveals that the existing inequality within the caste categories are magnifying, the situation should be sufficiently alarming to warrant necessary remedial measures to check the accentuation of inequality. This is the significance of research.

### 1.3.0 Statement of the Problem

The research aimed at studying the academic achievement of Scheduled Caste students at different levels of education in relation to their sub-caste categories, their socio-economic and community background.

The research was intended to assess, to what extent the Scheduled Caste sub-caste categories of students availed the educational opportunities in four districts of Telangana region of Andhra Pradesh. This could be studied in terms of their association with education.

The research problems is as follows:

“A study of the academic achievement of Scheduled Caste students hailing from various sub-caste categories in relation to their socio-economic and community background in Telangana region of Andhra Pradesh”.

The investigation has undertaken to find out answers to the following questions:

1. Is there any difference in the academic performance of Scheduled Caste students in relation to their sub-caste backgrounds?
2. Is there any difference in the sex ratio of Scheduled Caste students at various levels of education?
3. Is there any difference in the socio-economic status of male and female Scheduled Caste students?
4. Is there any difference in the performance of male and female Scheduled Caste students?
5. What is the composition of Scheduled Caste sub-caste categories at various levels of education?
6. Is there any difference in the community background of students hailing from various Scheduled Caste sub-castes?
7. Is there any difference in the community background of Scheduled Caste students studying at various levels of education?
8. Is there any difference in socio-economic status levels of Scheduled Caste students in relation to their community background?

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9. Is there any difference in the performance of Scheduled Caste students in relation to their community background?
10. Is there any difference in the socio-economic status levels of families of Scheduled Castes students studying at various levels of education?
11. Is there any difference in the performances of Scheduled Caste students in relation to their socio-economic status?
12. Is there any difference in the performance of Scheduled Caste students in relation to the management of the schools in which they study?
13. Is there any difference in the performance levels of Scheduled Caste students at different levels of education?

### **1.0 Objectives of the Study**

The research has been undertaken with the following objectives:

1. To find out the academic performance of Scheduled Caste students in relation to their sub-caste backgrounds;
2. To find out the sex ratio of Scheduled Caste students at various levels of education;
3. To find out the socio-economic status levels of male and female Scheduled Caste students;
4. To find out the performance of male and female Scheduled Caste students;
5. To find out the sub-caste background of Scheduled Caste students at various levels of education;
6. To find out the community background of the students hailing from various Scheduled Caste sub-caste categories;
7. To find out the community background of Scheduled Caste students studying at various levels of education;

To find out the socio-economic status levels of Scheduled Caste students in relation to their community background;

To find out the performance levels of Scheduled Caste students in relation to their community background;

To find out the socio-economic status levels of Scheduled Caste students studying at various levels of education;

To find out the performance levels of Scheduled Caste students in relation to their socio-economic status;

To find out the performance of Scheduled Caste students in relation to the management of the school in which they are studying; and

To find out the performance of Scheduled Caste students at different levels of education.

### **hypotheses**

Following hypotheses have been constructed in this

There will be differences in the performance levels of Scheduled Caste students hailing from different sub-caste backgrounds;

Boys increasingly out number the girls as the Scheduled Caste students move up the educational ladder;

The socio-economic status levels of Scheduled Caste female students will be higher than the socio-economic status levels of Scheduled Caste male students;

The performance of male Scheduled Caste students will be better than the performance of female Scheduled Caste students;

The educational levels reached by the students of different Scheduled Caste sub-caste categories are not uniform;



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6. While the students from Madiga sub-caste hail predominantly from rural background Malas hail predominantly from urban background;
7. The ratio of rural Scheduled Caste students decreases as they move up the educational ladder;
8. The socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic status levels of rural students;
9. The performance of urban Scheduled Caste students will be superior to the performance of rural Scheduled Caste students;
10. The performance of urban Scheduled Caste students will be superior to the performance of rural Scheduled Caste students;
11. There is a positive correlation between the socio-economic status levels of Scheduled Caste students and the educational levels reached by them;
11. There is a positive correlation between socio-economic levels of Scheduled Caste students and their levels of academic performance;
12. Scheduled Caste students studying in private schools perform better than the Scheduled Caste students studying in government and Zilla Parishad Schools; and
13. Scheduled Caste students better their performance levels as they move up the educational ladder.

### **1.0 Limitations of the Study**

In view of the constraints of time and resources imposed the scope of a doctoral dissertation the researcher limited the scope of study only to the academic achievement of Scheduled Caste students at different levels of education in Mangalore region. The investigator has sought to study B.A., Sc., B.Com., M.A., M.Sc., and M.Com. final year students. final year students of M.B.B.S. and similarly final year students of B.E. and Intermediate II Year, and X class

appearing at 1986-87 annual examinations formed the population.

The investigator has taken into consideration the performance of students during one academic year only.

The investigator also limited the scope of the study by selecting only four districts of Telangana including, Hyderabad, Khammam, Mahabubnagar and Adilabad. These districts represent the range of development in the state. The investigator personally visited the districts and collected the data as primary source of information directly from the students. The secondary source of information consisting of subjects-wise results of all the candidates from X class to Post-Graduation, including Medicine and Engineering, was collected from the respective Boards and the Examination branches of the respective Universities.

The investigator has collected the information covering socio-economic status through socio-economic status rating scale of Narayana Rao without effecting any modification.

The investigator has collected data from 1188 students.

Among the 59 Scheduled Caste students sub-castes in Andhra Pradesh, only 4 sub-castes are found during the course of investigation. So the rest of the sub-castes do not get represented in the sample as they are not found in any of the educational institutions.

The research was confined to the students of 1986-87 batch only from X class to P.G. including professional courses of Medicine and Engineering.

### **1.7.0 Operational Definitions**

In the research under report a few terms have been used. The operational definitions are attempted in the following paras. These terms includes 'academic achievement', 'socio-economic status' and 'Scheduled Caste students'.

#### **Academic Achievement**

Carter V. Good (1970) defines academic achievement as 'knowledge attained or skills developed in the school subjects

usually designed by the test scores or by marks or both assigned by teachers".

Generally after the completion of any educational programme, the student is subjected to a test through which it is intended to measure scientifically the knowledge attained or the skills developed through the process of education.

The scientific process of testing involves establishment of validity and reliability of the test. In any small investigation, construction of a test to measure the intended knowledge and skill elements would be convenient though time consuming.

In the present research, the knowledge and the skill development of students rangings from SSC to P G programmes in humanities, social sciences, sciences and professional and technical areas need to be scientifically ascertained. Keeping in view the dual principles of validity and reliability this is an impossible task. It is impossible to construct the test covering such a great range of subjects and courses at various levels. So, it has been thought advisable to base the analysis of the research on the marks scored by the sample of students selected at various public examinations.

The marks scored by the students at various examinations are generally considered to have the elements of validity and reliability to a greater extent.

Each test is conducted by a public agency like a board, a commission, or university is supposed to have validity. The validity is based on the fact that the syllabus is prescribed for the entire region and the question papers cover the syllabus. Any deviation from the question paper is not allowed.

Both the paper setter and the examiner are external persons. The unanimity of examinee is maintained and the valuation is impersonal. There is always a built-in system to check deviations. This process tend to make the valuation reliable, thus the test scores obtained in public examinations are generally valued and reliable.

In view of the inherent validity and reliability, the tests conducted at public examinations, the marks secured by the

subjects of the research at various public examinations are considered to be the academic achievements of the sample.

Thus the operational definition of the academic achievement in this research is "the marks secured by the sample of students at various public examinations".

### **Socio-Economic Status**

The socio-economic status scale is constructed by Narayana Rao of Tirupathi. It is a standardised test intended to measure socio-economic status of the rural and urban subjects. The same has been adopted. In this research, the socio-economic status means, the figures arrived at in respect of each subject, ascertained through the socio-economic status scale of Narayana Rao.

### **Scheduled Castes**

The erstwhile untouchables were listed by the government in different schedules to consider them as different category, in order to further their social, educational, economic and other interests. Such lists have been prepared by the respective state governments. Such list was published in Modification Order 1956 published as S.R.O. 24-77A dated 29.10.1956 by the Government of India. All such erstwhile untouchable castes which are listed in the said Government Order are defined as Scheduled Castes.

4

5



## *Chapter 2*

# *Review of Related Literature*

### **2.0.0 Introduction to Research Review**

With a view to put the present investigation in proper perspective, a review of research is attempted in the following pages.

The review of literature is presented in the sequence of objectives of the research specified earlier. But some of the objectives are not covered as no researches in those areas are reported. Only those areas covering the objectives wherein earlier researchers are reported have been included in the research review.

### **2.1.0 Caste and Performance**

Quite number of studies have been reported in the area of caste levels and performance.

Lohitaksham (1961) in an analytical and experimental study of backwardness at the primary school stage, found that the educational backwardness was associated with communal background. The pupils of backward group were significantly lower in intelligence.

Chopra (1967) examined the relationship between socio-economic factors and achievements, keeping the effects of the intelligence constant. He has found nearly 96% (ninety six per cent) of the students who discontinued education, because of the reason of poor economic status of the family. On the basis

of parents' education, occupation, family income, type of boarding, size of the family and cultural level of the home, students belonging to higher qualitative group showed significantly higher achievement. Further he found that the difference between academic achievement of different castes was significant at 0.05 level.

Halbar and Madan (1967) also found that the caste has a big say in Mysore.

Subramanyam (1971) made an exhaustive study of the "Social Background of India's Administrators". It is a socio-economic study (which includes caste background of the candidates as one of the dimensions) of the higher civil servants of India. He made this study in respect of selected candidates of Indian Administrative Service, the Indian Foreign Service, Indian Police Service, and Central Services. The study revealed that since 1963, next to Brahmins, the higher castes such as Khatri in the north and the Nairs in the south, got large shares of I.A.S. vacancies. In the case of I.F.S. vacancies, the people of higher social status got selected than the other people.

In regard to the performance of Scheduled Castes and Scheduled Tribes the findings of the investigator are as follows.

According to the regulations now in force 12.5% of vacancies are reserved for Scheduled Castes and 5% for Scheduled Tribes till 1961. Owing to non-availability of suitable candidates, the commission had recommended very few such candidates and consequently two Scheduled Caste candidates were appointed to the I.F.S. and the one Scheduled Tribe candidate entered the service by obtaining a higher rank in the general merit list. During 1962-65, 16 were recruited. The reason for this substantial increase may be the growth of educational opportunities for these communities resulting in a sharp rise in the total number of graduates appearing at the qualifying competitive examinations. The Union Public Service Commission has noted with satisfaction the progressive and rapid improvement in the performance of

the Scheduled Caste and Scheduled Tribes candidates over the last few years.

Parekh (1973) who studied the secondary school students found that the caste, monthly income of the parents and parental occupation were not found to be significantly related to academic ability of pupils. The t-test showed that no significant difference existed in the performance of boys and girls.

Sachidananda (1974) aimed at assessing the status of Scheduled Castes and Scheduled Tribes students in schools of Bihar.

His findings were:

1. Educational aspirations were higher in Scheduled Tribes students than in Scheduled Caste students.
2. But occupational aspirations showed an opposite trend.
3. Reasons for the poor performance of the students as opined by the teachers was lack of proper educational atmosphere at home.

Descie and Ponder (1974) studied few Scheduled Caste and Scheduled Tribe teachers of Gujarat state. They found that:

- (a) In a large number of cases, the scheduled castes and scheduled tribes students were first generations learners;
- (b) A good number of them believed that their candidates had improved;
- (c) Teachers opined that Scheduled Castes and Scheduled Tribes students were of comparatively low academic calibre.

Omprakash (1976) made another study of the socio-economic background of regular recruits to the I.A.S. during 1973-75. The investigation reveals that though the reservations for Scheduled Castes and Scheduled Tribes as per population was 15% and 7.5% respectively, their representation during the year in the I.A.S., however, was 13.08% (Scheduled Castes), 6.54% (Scheduled Tribes). He



concluded that among Scheduled Castes and Scheduled Tribes the disparities were due to status oriented ideology among them. Interesting studies were made by Parmaji S (1981), Indira (1981) and Kuppanna (1981). They studied the growth in the performance levels of the students during their study in educational institutions. Parmaji (1981) studied various types of institutions i.e., Residential Junior College, Residential High School, Survail and Residential High School, Kinnerasani. He found that initial entry level differences with which higher and lower caste students joined the institutions narrowed down significantly during the period of their stay in residential institutions.

Even in other investigations made by Parmaji, S. (1981) and Indira (1981) who studied the pre-entry level differences of higher caste and lower caste students joining the public engineering colleges and Osmania Medical Colleges i.e. professional institutions, they found that the achievement level of students at pre-entry level and during training correspond to caste hierarchy. It was concluded that the entry level disparities in the achievement of the caste groups have narrowed down over a period of time, the progress being negative for higher castes and positive for the lower castes. In Osmania Medical College, Hyderabad while the alone Scheduled Tribe candidate equalled the final year performance of F.C. group, a group of 29 Scheduled Caste students has beaten the forward class group in the final year M.B.B.S. programme.

Kuppanna (1981) studied the relative growth in the levels of performance of Jawaharlal Nehru Engineering College students hailing from various castes and sub-castes. He found that the students from forward castes with their rich cultural background are able to perform better than any other group in initial stages. But they are beaten as they move up.

3. Lalitha Devi, V. (1986) made a study titled "The levels of linguistic abilities of primary school students in Warangal town hailing from Brahmin and Scheduled Caste families in

relation to their parental linguistic abilities and socio-economic status". Her conclusions are as follows:

1. The caste levels have positive association with linguistic abilities.
2. The linguistic abilities of Brahmin parents and their children are superior to the linguistic abilities of their Scheduled Caste counterparts.
3. The linguistic abilities of Brahmin children are significantly associated with linguistic abilities of their mothers, while the linguistic abilities of Scheduled Castes children are significantly associated with linguistic abilities of their fathers.

It has been found that the socio-economic status of Brahmin families is superior to the socio-economic status of Scheduled Caste families. Gangrade K. (1979) also found similar results. He observed that the Scheduled Caste students due to certain problems inherent in the social background, had not been able to take full advantage of the facilities provided by the constitution. The home environment of Scheduled Caste students was not found to be congenial for their development. Majority of them had illiterate parents and siblings.

Another study conducted by Dubey S.M. (1974) investigated the socio-economic status of Scheduled Castes and Scheduled Tribe college students of Assam. The study sought to find how their education associated with their aspirations and performance, their way of life, their participation in other activities, their feelings and opinion about their status etc. They found that only 13% of them were literate and they found significant difference in the socio-economic status of Scheduled Castes and non Scheduled Castes.

One study was conducted by Das J.P., Jachuck, K., and Panda, T.P. (1967) to identify cultural deprivation and its harmful consequences on cognitive growth in Hindu social system.

The following are some of their findings:

1. In addition to economic status, caste was an important factor in cultural deprivation in the Hindu society.
2. Harijans, rich and poor, were found to be backward in word reading, speed.
3. The Brahmin children, even when of comparable economic level, did better than Harijans in short term recall; and
4. The Harijans committed a large number of errors in writing auditory materials.

Another study was conducted as "Caste and linguistic fluency" by Parmaji and Venkateshwara Rao (1985). In their study, they compared the language fluency in Indian social strata. They found the positive relationship between caste levels and linguistic fluency. But the only difference found was that of sanskritized B.C. Caste (i.e. B.C. 'B' group) children who were superior in linguistic fluency to other forward class children even.

In 1960 Eswara found that Brahmin children studying in Mysore city middle schools were superior in intelligence to other caste groups.

Sheshagiri Rao (1984) also found that as far as the rural middle school children were concerned, the Brahmin children were superior to other caste children.

Kuppu Swamy (1984) said, "It is obvious that every individual is a product of both hereditary and environment and the individual differences that we observe must be attributed to both hereditary and environment". "This size of the vocabulary depends upon the individual's socio-economic status". Lack of education of grand parents and their traditional occupation influences the linguistic abilities of children. This is what Martin (1967) called as cumulative deficit phenomenon. Thus we conclude that the linguistic abilities of parents are related to caste levels.

A few studies on academic achievement of Scheduled Caste children have been identified in this area.

Kamat and Deshmukh (1963) conducted a study on Wastage and stagnation. Their study covers 3 years of period on first year students of arts, science faculties of Fergusson College, Poona during the year 1949-50, 51, those who joined the college did not obtain degrees for one reason or other. Waste figures were comparatively higher for those students who belonged to backward communities (Scheduled Castes).

Ram Kumar (1973) found that the forward community students had significantly higher achievement than the backward community students. Ram Kumar concluded that the forward community students differ significantly in their achievement scores, for the whole group as well as different levels of intelligence.

It can be concluded from a perusal of previous researches covering caste and performances that the performance levels are generally related to caste levels. But the superiority of performance on the part of the higher castes can be attributed to the better social, educational and economic status the higher castes enjoy. Given the same background, one does not find any difference in the performance of students coming from higher and lower castes. One more glaring conclusion is that when the students from lower sections join the schools and colleges with relatively inferior academic performance because of reservations, they are likely to perform as well as any other forward caste groups, provided they get equally conducive atmosphere. This establishes that reservations do not downgrade the standard provided the lower sections get equally good environment.

### **2.2.0 Sub-Caste Levels and Performance**

K. Venkateshwarlu (1988) in his study found that the total number of P.G. seats availed by Scheduled Caste students during the last five years i.e. 1981-86, in Kakatiya University Course was 247.

Among all Scheduled Castes who sought admission in different P.G. Courses in Kakatiya University only Malas availed maximum percentage of reservations i.e., 50.16%

when compared to all other sub-caste categories, of Scheduled Castes.

Madiga sub-caste occupies second position in availing reservation facility i.e. 44.2% compared to other sub-caste categories of Scheduled Castes.

The share of other Scheduled Caste sub-castes was as follows:

Adi-Andhra 1.2%, Budaga Jangam 1.2%, Netakani 0.8%, Bindla 0.2%, Mitha Ayyalwar 0.4%.

The remaining sub-castes under Scheduled Castes category like Anamuk, Arundhatiya, Barika Bavani, Chachati, Dakkal, Dombara, Kolupulvendlu etc. were not seen in the admission list of Kakatiya University during the period 1981-86.

The second finding of the study is that the candidates from Adi-Andhra community perform comparatively better than the fellow students representing other sub-castes in the entrance examination. The candidates from Mitha Ayyalwar Community were very poor in their performance and it was also note-worthy that the average income of the same sub-castes is far less than that of other sub-castes in the Scheduled Caste category. In the case of Mala and Madiga and Netakani, though there is some difference in the average income, their performance is almost the same. It is also surprising to note that Bindla candidates are having very less income, while their performance comparatively is better than the performance of candidates coming from the other sub-castes particularly Budaga Jangam and Mitha Ayyalwar.

Out of 247 seats meant for Scheduled Caste category, Mala candidates secured the maximum seats in reserved quota which is 119 seats and the same Mala category secured six seats in open competition. 101 Madiga candidates got seats under reserved quota, while eight candidates got in open competition which comparatively got higher than the Mala who got in open competition. It is observed that only Mala and Madiga sub-castes are availing the reservation

facilities to the maximum possible extent while others are not.

### **Sub Caste and Performances**

The sub-castes within the broader group of Scheduled Castes tend to display differences. The students from certain Scheduled Castes, sub-castes including Malas, performed relatively very well, whereas other sub-castes did not perform very well. One more glaring conclusion that could be drawn from the review of researches is that many sub-castes, within the Scheduled Castes category, go unrepresented in educational institutions.

### **2.3.0 Sex and Performance**

Thakur (1972) found that at the secondary school level, the performance of boys was superior to that of girls in all branches. Beedawat (1976) found that the proportion of under achievers among the girls was larger than among boys. Jain, S.S. (1981) reported that poor readers of rural areas (boys) achieved better than the poor readers (girls) of urban areas.

Hirunval, A. (1980) in his study reported that boys were more academically motivated than girls. Beedawat S.S. (1976) reported that the proportion of under achievers among girls was larger than that among boys. Bhirud G.L. (1975) reported that girls were found to be weaker than boys.

Mishra (1967) found that the boys did significantly better than the girls on intelligence tests.

Basu (1969) found that the boys were superior to girls in respect of problem solving ability.

Nayar (1971) investigated to find out some prediction of achievement in science at the school level. Some of the research findings are:

1. The difference between the mean scores of boys and girls on numerical ability, problem solving and critical thinking appraisal tests, were significant at 0.01 level, boys being superior.

2. The correlation, coefficient between the scores on critical thinking criterion in the case of boys was significant at 0.05 level.

Parekh (1976) found that the Bombay girls had higher means scores than boys. Abraham M (1974) in his study found that there was greater promotion of normal achievers among girls as against boys.

Boki (1956) found that the pass percentage of girls in SSC examinations was more than that of the boys.

Jain S.S. (1981) found that the even in the case of normal readers the girls from rural areas achieved better than the normal readers (girls) from urban areas in mathematics

Lincoln (1927) and Rinehurt (1947) found that in educational progress girls are generally ahead of boys from the lowest grade through high schools. The trend is less conspicuous in college, but noticeable in large junior co-educational institutions.

There are various studies which point to the relationship between academic achievement and sex in both deprived and non-deprived groups. Majority of these studies show that females score higher than males in academic achievement. Results of the studies by Deutsch (1960), Deutsch (1963), Solomon et al. (1972) and Mittanek (1974) found Negro girls exceed the negro-boys in academic achievement. Kamat and Deshmukh (1963) in their investigation on wastage and failure in college education observed that wastage or failure among the men students was remarkably higher than among the women students. The wastage figures being 51 for men and 42 for women.

Kosa et al. (1958) studied 549 college students by means of achievement tests. Results were classified according to ethnic origins (English, Irish, German, Dutch, Italia, French, Spanish, Polish etc.). While male ethnic difference did exist on the achievement tests but with female the differences were not significant.

Jain S.S. (1981) in his investigation found that sex was not responsible for difference in the achievement in the subjects under study. In a study by Katiyar P.C. (1979) it was revealed that there was no significant difference in the achievement scores of boys and girls studying advanced mathematics.

Bharati V.V. (1980) in her study found that boys and girls did not differ in academic competence. Parekh (1973) found no significant difference in the performance levels of boys and girls of secondary school.

Lalithamma (1975) found that at the secondary school level, there was no significant difference in the performance of boys and girls in mathematics. Gangopadhyaya (1975) found that the boys and girls did not differ significantly in the performance on the social intelligence test.

The review has yielded three trends, (1) that the boys perform better than the girls; (2) that the girls perform better than the boys; and (3) that there is no difference in the level of performance of boys and girls.

Thus there is no clear research thrust, it can be generalised that sex as such, does not play a role in the academic performance.

#### **2.4.0 Academic Achievement of Rural & Urban Students**

The researches undertaken in the area i.e. rural and urban background of the students and their relative achievement are presented in the following paras.

Some of the studies have indicated the superiority of the rural students. However, they are fewer.

Singh B.N.K. (1965) worked on "some non-intellectual correlates of academic achievement" for his doctoral thesis. He found that the academic achievement was positively related to rural background but negatively with urban background. Bountra R.K. (1970) constructed a standardised achievement test in physical science for high school classes in



Uttar Pradesh. He found that the performance of rural students was better than the performance of urban students. Singh J.C. (1979) found in his study that rural students were superior in Hindi when compared to urban students. Bhirud G.L. (1975) found that the urban students were weaker when compared to rural students in academic achievement.

Some of the studies did not find any significant difference in the achievement of rural and urban students. These studies include the study by (1) Aron P.G., Marihal V.G. and Malathesa (1969) who in their research did not find any significant difference in the academic scores of rural and urban boys of the same socio-economic status level. (2) Even Mehta (1969) in his study did not find any difference in the academic levels of rural and urban high school boys. However, one finds a predominant research thrust indicating the superiority of urban students over the rural students in achievement.

Passi B.K. (1972) found in his study that urban students were significantly superior to rural students in academic achievement. Srinivas R.A. (1969) found in his study that the urban girl students were superior to rural girls in the language ability. Menon S.K. (1972) found that urban residence was related to better achievement.

Thus it is not surprising that the thrust of the research review indicates better performance on the part of the urban students. This could be because of the fact that the urban students have better schooling, better socio-economic status and better parental education in their favour.

But when the rural students get equally good environment on par with the urban students even at an advanced stage, they are likely to out do the urban students. This has been established in Kakatiya University. Krishna Murthy (1989) found in his study that rural students who had stayed in the university hostels of the campus excelled the urban students in the final examinations.

### **2.5.0 Socio-Economic Status & Performance**

Gupta (1982) found that birth order and father's profession influenced the reading ability (in Hindi) of children studying in III and IV in primary schools of Patna. Involving the students of Tamil Nadu Agriculture University, Singh and Venkatachalam (1976) found that the students coming from unfavourable socio-economic environmental groups were able to perform better under trimester system having built in supervision and continuous evaluation.

The result suggests that a later supervision, atleast at college level, might compensate for the poor socio-economic status. Sulunke (1979) selected a sample from students at the college level, drawn in this case, from four faculties of M.S. University of Baroda. The study used a modified version of Kuppu Swamy's socio-economic status scale to measure the socio-economic status of these students while it developed questionnaires to measure home environment and economic management. Though socio-economic status was found unrelated to academic achievement, educational facilities and emotional happiness in the home were found to contribute positively to the pupils' performance in studies. Also economic management was found related to academic achievement. Studying the relationship between socio-economic background and academic achievement of students of VI, VII and VIII classes, Khanna M. (1980) established a significant and positive relationship between socio-economic status and academic achievement.

The studies on socio-economic status revealed mixed outcomes. Some studies have revealed positive relationships and in some studies no significant relationship was found between these two.

For example some of the studies conducted by Lundburg and Beezly (1948), Runkel (1958), Chopra (1966), Verma (1971), Abraham (1974), Saini (1977) and Ganapathy and Singh (1981) have focussed on the positive contribution of socio-economic status to academic achievement. Venkateshwara Rao (1986) found that socio-economic status

of students played a greater role in forming and vitalizing the study habits.

Certain parallel studies by Rao (1965), Srivastava (1967), Bernstein (1968), Sudhama (1973), Ahulwalia and Shyam (1975) and Sharma and Bhargava (1980) found very little to negligible impact of socio-economic status on academic achievement.

Lalitha Devi (1986) found in her study that socio-economic status did not have any influence on the linguistic abilities of the children in early childhood, particularly in the backward sections of the society.

Sudhama and Reddy (1973) also found no significant relation between socio-economic status and academic achievement in their study.

Rao (1965), Mathur (1963), Chopra (1964), Srivastava (1967), Anand (1973) and Menon (1973) found high relationship between reading achievement of children and socio-economic status of their family.

Chopra (1964), Clarke (1965), Singh (1965), Jain (1965), Dukhim (1966), Chichermane (1967), Sharma (1967), Dave and Dave (1971) have included some of the home factors as variables in their studies and found high correlation between achievement of the children and these variables. Subramanyam (1979) established high positive correlation between reading achievement and home environment of primary school children.

Boki (1965) studied the number of pupils in a school and achievement of the children and Odle Florance Neal (1976) studied the type of school and achievement of children.

Curry (1970) studied the effect of socio-economic status on the scholastic achievement of sixth grade children. He reported that the children with above average intellectual ability usually overcome the effect of deprived home environment. For students with lower intellectual ability, the deprived social and economic conditions of home tend to reduce the scholastic achievement.

Frierson (1971) conducted a study on difference between the gifted children of the upper and lower socio-economic background. They were compared on measurement of personality, interest, abilities, creativity, height and weight. The study revealed that the gifted children of the 'lower stratum' got less parental support. The study clearly indicated several differences between groups of children are associated with the socio-economic background of children.

Wiseman (1982) had made several studies concerning their relationship between socio-economic status and academic achievement. Almost all studies indicated conservable correlations.

In his study, Nair (1972) used several tests of intelligence and found that all these test scores correlated significantly with socio-economic status.

Chopra (1967) in his investigation tried to find out the relationship between socio-economic status and academic achievement with measured intelligence held constant. He found that the reasons for the discontinuance of education of 96 per cent of students was poor economic condition of the family.

Venkaiah (1977) in a study found that socio-economic status was positively related to academic performance of both arts and science students.

Das Jachuck and Panda observed higher level of linguistic development for rich socio-economic status and poor socio-economic status.

Dass and Dass (1968) have found that whose achievement was high came from better socio-economic background compared to the students whose achievement was low.

A study conducted by Rajya Lakshmi (1973) revealed that the language development was higher in children of high stimulation homes than that of low stimulation homes.

Elizabeth B. Hurlock (1983) opined that the socio-economic status of the family likewise, has a remarkable influence on the member and the kind of skills children learn. Children from upper socio-economic levels tend, as a whole, to

have fewer skills, age for age than those who are of lower levels. Also the skills, they learn are more concentrated in the areas of self-help and social help skills, while those of children of middle and upper socio-economic levels are more concentrated in the category of play skills.

Sudama (1973) and Reddy (1973) found no significant correlation between socio-economic status and academic achievement.

Menon (1973) found that and under-achievement as highly influenced by socio-economic status. Anand (1973) established relationship between socio-economic status and academic achievement even when the influence of intelligence of non-verbal and verbal type was partialled out. Abraham (1974) found achievement level in English as associated with socio-economic status. Basavayya (1974) found over all language achievement as influenced by parental occupation and education. In their study Dave and Dave (1971) found a higher percentage of rank students as belonging to homes having higher parental incomes, occupations and education as compared to that of failed students.

Correlation between socio-economic status and academic achievement of as computed by Prakash Chandra (1975) was reported as positive. A study on difficulties in learning English by Dewal (1974) revealed collective teaching and learning as hampered by poor socio-economic background.

### **2.5.1 Social Status and Performance**

Clason, Whiteman and Deutsch (1963) pointed out that socio-cultural deprivation is significantly related to test of vocabulary and deficit accumulates over school grades.

Sahu (1970) conducted a study on the socially advantaged and disadvantaged subjects using the Indian adaptation of WISCU verbal subsets with necessary recording and language achievement test battery (LATB). LATB scores showed favourable trends for advantaged subjects. WISE verbal scores were significantly related to word recording, spelling scores, passage comprehension scores, and word fluency

scores. Similar trend was also present for word comprehension scores of advantaged subjects and, but not for disadvantaged subjects.

In their study Warriar and Ananda Valley Abraham (1974) found significant relations between socio-economic status of parents and academic achievement of the children.

Number of studies which have been conducted in Western societies that social and educational background of the parents strongly influence the children's academic performance.

Usha Sri (1978) made a comparative study of scholastic achievement of socially disadvantaged and socially non-disadvantaged pupils who were at the terminal level of secondary education in relation to their academic performance in four subjects, namely, Natural Sciences, Physical Sciences, Social Studies and Arithmetics. The study was conducted on a sample of 300 VIII class pupils belonging to Harijan community and non-Harijan community. The variables selected for the investigation were scholastic achievement, academic adjustment, mental ability and self concept.

The findings of the study were as follows:

- i. The socially disadvantaged pupils significantly differed from socially non-disadvantaged pupils with regard to their scholastic performance. The socially disadvantaged pupils tend to secure lower marks, than non-disadvantaged pupils.
  - ii. The socially disadvantaged pupils did not differ significantly in mental abilities, as assessed by Raven Standard Progressive Matrices Test.
  - iii. There were a significant difference in the academic adjustment between socially advantaged and socially disadvantaged pupils.
  - iv. The self-concept of socially disadvantaged has not significantly different from that of non-disadvantaged pupils.
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- v. The socially disadvantaged pupils frequently exhibited symptoms like anxiety, depression and less interest in academic pursuits and poor personal efficiency in the planning compared to the socially advantaged pupils.

### **2.5.2 Educational Status and Performance**

The educational background of the parents has more impact on the academic achievement of their children. The children whose brought up is in richer background their performance will be higher than that of the children from poorer backgrounds.

In their studies Viswanadhan and Narasimha Reddy (1979) found that 74% of children of illiterate parents have secured less than 50% of marks whereas the children of whose fathers with professional background are able to secure marks between 60% to 80%. That means the children of parents with higher educational background are able to score better than the children of low parents with educational background. A majority of them i.e., 58.33% of them scored 1st class marks between 60% to 80%.

In a study on primary school pupils, Mehta (1969) pointed out that "education level of father" is positively related to academic achievement.

Saini (1972) found that the economic status as well as educational standards of parents have significant correlation between socio-economic status and the language skills, viz. listening, speaking and writing.

Joseph (1965) in her study found that parents' professional status and educational status influence the achievement of the pupils in language.

Ram Gopal (1984) found that the performance levels of candidates studying VIII class had increased with their family education level. He has also established that the impact of parental education on the performance of the students is higher than the impact of parental economic level,

and when education and economic level were put together, there was a possibility of students performing better.

Bayley (1984) studied the relationship between the intelligence test scores of children and education of their parents. He found that the parents' education yields must better prediction of childrens intelligence at 18 years, than the children's own test scores at any stage below two years.

Kranthimani (1984) reported that there was a significant correlation between the education of parents and the intelligence test scores of the children.

Singh T.P. (1974), Pandey B.P. (1974), Subby L.S. (1973) and Yadav D.R. made a study surveying the conditions of education amongst the Scheduled Tribes and Scheduled Castes students of few school in Uttar Pradesh.

The major findings of the study are:

- i. 68% of the Schedule Caste students had economically difficult conditions.
- ii. A majority of Schedule Caste students did not have congenial atmosphere for study.
- iii. A large proportions of the students were found to do well at the school inspite of adverse socio-economic background.
- iv. No Schedule Caste teacher was found in the sample and about 63% of the teachers felt that the Schedule Caste students were poor in intelligence than the other students.

Sudha Tripathi (1985) found that the performance level of candidates (VIII class) have increased with the family education level. She has also established that the impact of parental education on the performance of the students is higher than the impact of parental economic level; and when education and economic levels go together, there is a possibility of students performing better.

### **2.5.3 Economic Status and Performance**

In a study Burst (1975) found a correlation of .32 between children's intelligence and economic status (occupation



category of parents). According to him forty parents of pupils from an elementary school who were capable of university education but never obtained it because of their poor environment

Howeard Hoops and McKinnan (1964) highlighted that higher income background goes with higher level of linguistic performance among kinder-gartners.

Jones and McMillan (1973) observed that when children of low economic status were asked to describe an abstract event, their speech contained shorter communication units, showed less subordination and generated context bound meanings.

A number of studies were conducted on the relationship between parents' income and children's educational achievement. The poorer communities cannot afford to send their children to the expensive schools for obvious reason and this often leads to frustration and later to discontinuance of their studies.

Viswanadhan and Narasimha Reddy (1979) in a survey found that upper class children have secured 60 per cent in the Xth Class Common Examination, only 2 students have secured less than 51 per cent of marks, and there were few students who scored more than 61 per cent. A sizable number of students, 63 per cent of parents with substantial incomes Rs. 1001 to 1500 have also scored less than 50 per cent marks. There were, however, 37.5 per cent of students who were in the higher rank marks (i.e. between 60 to 80 per cent).

Bishat G.S. (1972) found that parental income and education were found to have significant influence on educational aspirations of their children. Urban boys have higher educational aspirations than rural boys.

Parekh (1973) found that monthly income of the parents and parental occupation did not play a significant role in the development of reading abilities of their children.

Chopra (1964) and Subramanyam (1971) have found that economic status did not play any important role in the academic performance.

Sudha Tripathi (1985) found that higher economic level of students from deprived castes does not solve the problems of their inferior performance.

Jagannatham K. (1986) analysed in his study each one of the socio-economic status (urban factors providing monthly income subscription for magazines and association with clubs and social organisations) to find how different categories of these factors differ in influencing children in their academic performance. He concluded that the above mentioned factors have no positive effect what so ever on the attainment of their children in the school subjects.

Garrison (1964) observed that economic insecurity leads to emotional insecurity.

### **Socio Economic Status and Performance**

A perusal of the research review would reveal a positive correlation between the socio-economic status and performance, economic status and performance, and social status and performance; but given a minimum of economic status, it appears that the social and educational status of the parents is more related to the performances of their wards.

### **2.6.0 School System and Caste Composition**

Since it has been observed that performance of students is related to type and management of the school (private, residential, versus government, non-residential etc.) it would be interesting to review the researches covering the caste composition of certain posh residential and non-residential private institutions and the general institutions run by government. A detailed survey of such studies is attempted in the following pages highlighting the caste composition of students in various types of schools.

School education is free in the government institutions of Andhra Pradesh. Students from various caste backgrounds join the government schools in great numbers, as such institutions do not collect any fee. All the children who join the schools may not continue their studies for long time as the

incidence of drop-out is reported to be more in India and more so in backward areas like Telangana, the incidence of drop-out is normally attributed to the socio-economic status of the students and it has been generally agreed that the incidence of drop-out is universally related to the socio-economic background of the students.

The research concentration so far highlighted the relationship between the socio-economic background of the children and the incidence of drop-out. The caste factor has rarely been introduced in all such analysis. It is yet to be established if there could be any relationship between socio-economic background and caste status of the students. If there is positive correlation between the socio-economic and caste status, the incidence of drop-out must be more in the backward castes than in the forward castes. The study of caste composition of students at various levels of the educational ladder at a given point of time is one of the ways of finding out the caste-wise retention/drop-out incidence of students in various classes. This indirectly brings into relief the relationship between socio-economic status and the caste status.

For the purpose of the study a small town in the interior of Telangana area—a backward region—has been chosen. The caste background of students studying in various schools in the year 1980-81 in Alampur Town (Mahabubnagar District) has been taken into consideration. So the entire student population forms the sample of the study. The caste composition of students and the change in caste composition of the students from primary, through upper primary, secondary and junior college levels would reflect the educational status of the broad caste groups.

Parmaji and Sadananda Murthy (1980-81) in their study revealed that the Schedule Caste/Scheduled Tribes are generally adequately represented in the total population of the students. They form about 20 per cent of the population and their representation in the schools is to the tune of 21.95 per cent. Backward classes who form over 50 per cent of the

total population of the state have a representation of 36.72 per cent and the forward classes who form less than 20 per cent of the population have a representation of 41.33 per cent.

A close scrutiny of the facts revealed that in the initial stages, the Backward Caste/Schedule Caste together outnumber the forward castes. But as one goes up the educational ladder, the researchers find a process of thinking out on part of backward classes and Schedule Castes/Scheduled Tribes and an increasing representation of forward classes. This only signifies that the backward sections admit their children in large numbers in primary schools but the students get dropped out increasingly as they move up the educational ladder. The incidence of drop-out could be mainly because of their backward socio-economic status. The only inference that can be drawn is that there is a very close relationship between the caste and socio-economic status.

Further, the investigation revealed that the forward classes who formed 34.87 per cent of the total population at the primary stage increased their position and form 41.16 per cent at the upper primary level, 48.93 per cent at the secondary level and 68.25 per cent at the junior college level.

The backward classes who form more than 50 per cent of the population, start with 37.78 per cent at the primary level, then record a slight increase at the upper primary level and form 41.16 per cent and subsequently their numbers fall down gradually. Thus they form 33.21 per cent at secondary level and 20.64 per cent at the Junior College level.

The Schedule Caste/Scheduled Tribe who start with 27.35 per cent at primary level, gradually come down in strength and only 11.11 per cent of them are seen at the Junior College level.

Thus it gets established that the children from backward sections of the society, though join the primary schools in fairly large numbers, decrease their strength as they move up the educational ladder signifying an increasing level of incidence of drop-out.

### **Caste Composition of Students in Expensive Residential and Non-Residential Schools**

Proliferation of schools which charge exorbitant rates of fee appears to be a striking phenomenon of preceding decade. Through the trend in public institutions is to lessen the fee burden to achieve the constitutional goal of free school education there is a parallel emerging trend of secondary education becoming costlier, particularly in the private sector which operates its institutions mostly in the urban centres. Though some such private institutions operate under the frail guise of ideology, it can be said that almost all such institutions are run basically on commercial lines.

The general assumption is that all such institutions provide qualitatively better education. The parents feel that in the highly competitive job market, only the competence of the students would help them secure positions and such competence gets ensured in the private institutions which charge heavily.

But since the private school education is a costly proposition, it can be hypothesised that the students from relatively high socio-economic background would join such institutions. An attempt is made in their study by Parmaji, Surya Prakash and Ratna Kumari (1984) to find out the caste background of students who get admitted in such schools.

#### **(a) Residential Institutions**

Parmaji, Surya Prakash Rao and Ratna Kumari (1984) have studied the performances of residential schools and non-residential schools in and around the city of Hyderabad. The three institutions are located within the metropolitan area of Hyderabad and one institution located at Jangaon, a semi-urban area of Warangal.

It is clear from their studies that the forward class students who account for 96 per cent of the total seats overwhelmingly predominate the residential institutions which charge quite heavily. The fees payable per student per annum ranges between 2,500 to 12,000. The backward class

account for just a little over two per cent, while the Schedule Castes/Scheduled Tribes have a share of 1.7 per cent of seats. It has been reported that the Schedule Castes/Scheduled Tribes candidates get their fees reimbursed by the state government. Otherwise it is very difficult for them to bear such huge amounts of fees charged by the institutions. Further, they studied that the forward classes (96%) predominate in all such expensive institutions and backward class and Schedule Castes/Scheduled Tribes are negligible in numbers. This clearly underlines the economic abilities of the caste categories. Thus it can be concluded that the economic status of the forward classes is far superior to that of backward class and Schedule Castes/Scheduled Tribes.

### **Composition of Certain Predominant Castes**

The investigators were also interested in studying the caste composition in the schools. From their study it is revealed that the children of certain castes are found to be more in numbers in public schools. The information pertaining to such castes was available for two institutions, namely Ekasila Public School, Jangaon (Warangal District) and Oasis School of Hyderabad.

It is learnt that within the category of forward castes, 67.9 per cent of the candidates in Ekasila Public School belong to Reddy and 19.75 per cent belong to Velama Caste. These two caste categories together account for 87.65 per cent of the forward castes in the school.

Among the backward castes, the Padmasali and Goud castes with 26.09 and 21.74 per cent respectively seem to predominate. These two castes together account for 47.83 per cent of backward class in the school. It is also revealed from their studies that in urban areas like Jangaon fewer castes predominate. Reddy and the Velama among forward castes and the Gouds and the Padmasali among the backward caste seem to be economically well off in the rural areas. The rest of the communities are neither economically sound nor not aware of benefits of costly education.

**(b) Non-Residential School**

Parmaji, Surya Prakash et al. (1984) were also interested in studying the caste composition of non-residential schools run on public school pattern during the year 1983-84.

It is evident from their studies that a number of non-residential schools run on public school pattern seem to be exploding, particularly in urban centres. These institutions are mostly run by private agencies on commercial lines. Sometimes certain religious and cultural organisations do start with such institutions, but the fees collected is quite heavy. Three such institutions are: (1) Bharatiya Vidya Bhavan, Hyderabad; (2) Satya Sai Vidya Vihar, Hyderabad; and (3) Sujatha High School, Hyderabad, have been taken for the study of composition of such schools.

The study revealed that in the non-residential institutions run on public school pattern the average fees is Rs. 580 per candidate per year. The average percentage of forward class in such institutions is 97 and that of backward class, Scheduled Castes/Scheduled Tribes being less than 1 and 2.2 per cent respectively. It is reported that the fee paid by Schedule Caste/Scheduled Tribe will be reimbursed by the government.

It can be concluded that in the non-residential institutions which are run on public school pattern, the forward class predominates and the composition of Backward Castes and Schedule Castes/Scheduled Tribes is marginal. The near absence of backward sections of society in such institutions reveals that economic backwardness of these sections.

**General Conclusions of the Study**

It can be concluded from the above study that in both residential and non-residential schools run by private enterprises, the forward class predominate while backward class and Schedule Castes/Scheduled Tribes are very negligible in numbers.

**Caste Composition in Oasis School, Hyderabad**

Parmaji and Surya Prakash et al. (1984) studied Oasis School of Hyderabad to find out the dominant castes among forward classes and backward classes in the year 1983-84. They found that the composition of forward classes, backward classes and Schedule Castes/Scheduled Tribes was to be tune of 84.83, 6.06 and 9.11 per cent respectively. Within the forward classes i.e. (Reddy, Vaisya, Brahmin, Kamma and Muslim) accounted for 91.15 and within backward classes i.e. (Goud, Christian, Kondakapu, Padmasali and Rajaka) categories, accounted for 52.62 per cent. It clearly shows that within forward class category certain castes predominate. Those castes include Reddy (38.08%), Vaisya (20.38%), Brahmins (11.92%), Kammas (6.15%) and Muslims (4.65%).

Even among backward class there appears to be relatively a wider representation of many caste groups. While there are six Gouds, five Christian students, Kondakapu, Padmasali and Rajaka castes have only three students each.

From the caste composition of school it is revealed that fewer castes predominate in an urban school like Oasis. However, Reddy community seems to predominate both in the rural and urban based and metropolitan based public schools.

Parmaji and Sammaiah (1981) also studied the caste composition of Kakatiya Institute of Technology and Science (KITS), Warangal, in the year 1979-80. They found that forward castes were having a share of 87% and backward class 13%, while Schedule Castes and Scheduled Tribes had no representation at all. The present caste composition of Kakatiya Institute of Technology and Science, Warangal, is confirmed with the finding of Parmaji and Sammaiah in the case of forward class, backward class but the percentage of Schedule Castes and Scheduled Tribes has increased though they have a population of 22.5%, they have a representation of 2% only in the Kakatiya Institute of Technology and Science.

Parmaji and Sammaiah were also interested to know the position of Brahmin students in Polvtechnics of Warangal and



Hyderabad. They found that not a single Brahmin student was admitted in these institutions.

The Reddy community and non-Reddy community were having composition of 8% and 14% in polytechnic Warangal and Hyderabad respectively. The total representation of forward castes was 11% in both polytechnics, though the forward castes have a little over 15% in the total population. The backward castes were found to have a share of 40% and 48% respectively in Polytechnic Warangal and in Polytechnic Hyderabad. The total representation of backward class in polytechnics was 44%.

Schedule Caste and Scheduled Tribes have a share of 15% and 7.5% respectively in the total population while their share in the polytechnics was 45%.

There is a positive relation between the status of Engineering Institutions and the social status of students who predominate in such courses. In Indian Institute of Technology, Madras and Engineering Colleges under KITS and in O.U. Engineering, forward castes have a dominating share of 94% and 71% respectively whereas the admission of forward castes in Polytechnics of Warangal and Hyderabad is to the tune of 11%.

The admitted backward caste students in Indian Institute of Technology Madras and KITS and O.U. Engineering College are 4% and 19% respectively.

Backward caste admitted in Polytechnics Warangal and Hyderabad are 44%.

Scheduled Castes and Scheduled Tribes students admitted in Indian Institute of Technology, Madras and Engineering Colleges under KITS and O.U. Engineering are 2% and 10% respectively. Schedule Caste students admitted in Polytechnic Warangal and Hyderabad are 45% only.

It is noticed from the above analysis that forward castes represent more in high status Engineering institutions, whereas backward castes and scheduled castes and scheduled tribes represent more in low status Engineering Institutions

Summarizing the caste composition in various types of institutions, it can be said that all posh and prestigious institutions right from kindergarten to IITs are exclusively monopolised by forward castes, account for over 96% of their composition.

In private institutions and in government institutions with moderate reputation, the backward castes, scheduled castes and scheduled tribes try to enter and they have some representation, though even here the forward castes have a dominating position.

It is only in ill-equipped government institutions, where neither the staff nor the building is available, where the results are exceptionally poor, the backward sections join them in good strength and sustain because of various incentives provided by the government. Obviously such institutions cannot produce good results.



## *Chapter 3*

# *Methodology*

### **3.0.0 Introduction**

As it has already been stated the research under report has been undertaken with the main objective of finding out the status and levels of education of various sub-caste categories comprising Scheduled Castes in Telangana areas. The research envisages to find out the association of various sub-castes with the types of educational institutions available in Telangana. The research even envisages to find out the levels of performance of Scheduled Castes students.

While pursuing the research, it was thought appropriate to find out the educational status and academic performance of various Scheduled Caste categories in relation to the correlates like sex, rural and urban background. The relationships involved are presented diagrammatically in the figure 3.1.

### **3.1.0 Design of the Study**

The graphic representation of relationships between variables covered by the research is presented in figure 3.1.

As it is indicated in the figure, there are six variables involved in the research. The research intends to study the academic achievements of scheduled caste students hailing from different sub caste categories and from different

## DESIGN OF THE STUDY

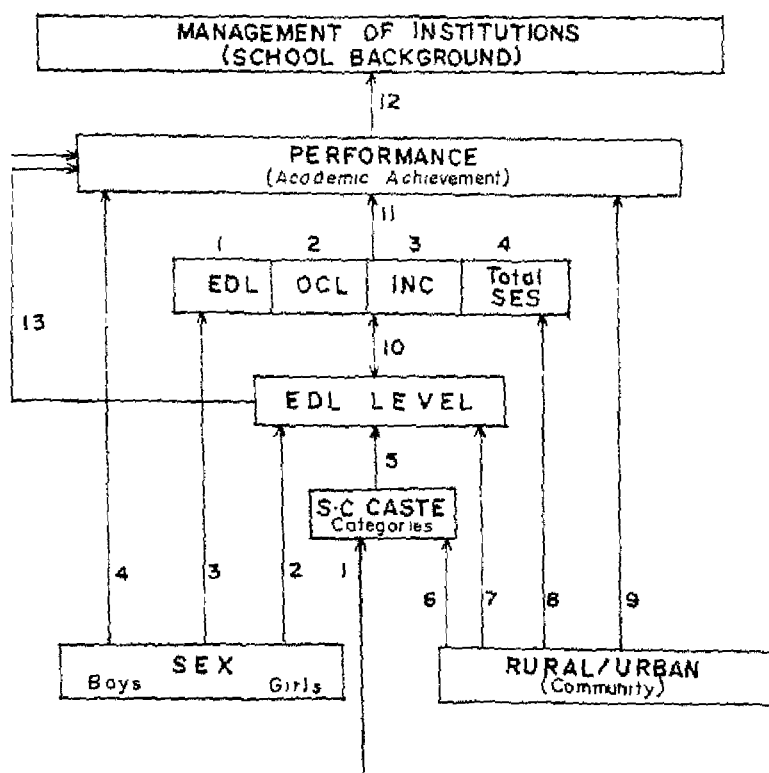


Figure 3.1  
Design of the Study

ity backgrounds. The study covers the relationships of the following sets of variables.

The academic achievements of scheduled caste students coming from different sub-caste categories.

Sex ratio of various scheduled caste categories at different levels of education.

The socio-economic levels of male and female scheduled caste students.

The performance of male and female scheduled caste students at various levels of education.

Sub-caste background of scheduled caste students at various levels of education.

Community background of students hailing from various scheduled caste sub-castes.

Community background of scheduled students studying at various levels of education.

The socio-economic status levels of scheduled caste in relation to their community background.

The performance of scheduled caste students in relation to their community background.

The socio-economic levels of families of scheduled caste students studying at various levels of education.

The performance of the scheduled caste students in relation to their socio-economic status.

The performance of scheduled caste students in relation to the management of the school.

The performance of scheduled caste students at different levels of education.

## Goals

The figure (3.1) indicates there are six variables in the research which were to be measured. The variables including the various scheduled caste sub-caste categories, their sex, their rural and urban background, their educational level, their socio-economic status and their achievements at the terminal stage of education were to be

measured. Thus except the socio-economic status, the rest of the variables were biographical correlates. The biographical correlates which are indicated in the figure (3.1) were sought to be measured along with the socio-economic status. To measure the socio-economic status, the socio-economic status scale as standardised by Narayana Rao has been selected.

**3.2.1 The biographic correlates are presented in the following para:**

1. Name of the student
2. Name of the school/college
3. Class or programme of study
4. Hall Ticket Number
5. Sex
6. Mother Tongue
7. Other tongue
8. Medium of instruction at present
9. Medium of instructions in the previous class/classes at the levels
10. Educational status of your:
  - Father
  - Mother
  - Grand father (father's father)
  - Grand mother (father's mother)
  - Grand father (mother's father)
  - Grand mother (mother's father)

**3.2.2 Socio-economic Status Scale**

The socio-economic status scale standard by Narayana Rao (1971) has been adopted. It is relatively a simple tool. It could be used for both rural and urban populations. It includes three dimensions, namely, the educational level, occupational level and income level of the members of the family. These are studied against the background of the community, religion, etc. The socio-economic status scale as standard by Narayana Rao is given in caption (3 2.2).

	Education	Occupation	Income
Father			
Mother			
Brother			
Brother			
Brother			
Sister			
Sister			
Sister			

---

- What is your
  - Religion? \_\_\_\_\_
  - Sect? \_\_\_\_\_
  - Caste? \_\_\_\_\_
  - Sub-caste? \_\_\_\_\_
- What is your economic condition? VR/R/UM/M/LM/P/VP  
(VR=Very Rich, R=Rich, UM=Upper Middle, M=Middle, LM=Lower Middle, P=Poor, VP=Very Poor)
- The locality to which you belong (name the place)  
\_\_\_\_\_
- Do your parents own lands/houses/any other property?  
\_\_\_\_\_
- Do you belong to rural or urban?  
\_\_\_\_\_

---

### 3.3.0 Sample

As the title indicates the research covers the student population of Scheduled Caste sub-caste categories, studying in various types of institutions in Telangana areas. Since the performance of the students at the terminal examinations conducted by the universities, boards and commissions etc. is sought to be studied, the sample of students studying at the terminal stage of education is indicated. The population of Scheduled Caste sub-caste categories in Andhra Pradesh is presented in the Table 3.1.



**Table 3.1**  
**Showing the Population of the Scheduled Caste Sub-caste**  
**Categories in Andhra Pradesh in the Year 1971**

<i>Caste</i>	<i>Total popu- lation</i>	<i>Hydera- bad</i>	<i>Adila- bad</i>	<i>Mahbub- nagar</i>	<i>Khammam</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Adi-Andhra	—	—	—	—	—
Adi-Dravida	—	—	—	—	—
Anamuk	417	—	—	416	1
Arya (Mala)	4,539	4,509	18	10	2
Arundhatiya	—	—	—	—	—
Arnamala	28	—	28	—	—
Bariki	—	—	—	—	—
Bavuri	—	—	—	—	—
Beda (Budaga Jangam)	174	6	10	—	158
Bindla	974	—	11	773	153
Byagara	6,331	5,312	8	1,011	—
Chahchatu	—	—	—	—	—
Chalvadi	13	13	—	—	—
Chamar, Mochi	724	—	89	504	131
Chambar	685	262	266	139	18
Chandala	—	—	—	—	—
Dakkal (Dokkalwar)	139	71	16	67	45
Dandasi	—	—	—	—	—
Dhor	588	585	3	—	—
Dom, Dombara, Paidi/Pano	—	—	—	—	—
Ellammawar (Yell- ammalawadu)	228	216	12	—	—
Ghasi, Haddi or Relli chandi	—	—	—	—	—
Godagali	—	—	—	—	—
Godavari	—	—	—	—	—
Gosangi	—	—	—	—	—
Holeya	103	31	—	72	—

1	2	3	4	5	6
Holeya Dasari	44	44	—	—	—
Juggali	—	—	—	—	—
Jambavalu	64	64	—	—	—
Kolupulavandlu	44	—	9	—	—
Madasikuruva/ Madarikuruva	—	—	—	—	35
Madiga	464,486	223,185	73,439	126,937	—
Madigadasu and Mahteen	25,044	436	—	—	46,925
Mehar	7,727	—	7,727	—	24,608
Mala	229,659	131,990	66,396	—	—
Mala Dasri	2,111	391	59	31,273	—
Mala Dasu	—	—	—	998	663
Mala Hunnai	21	21	—	—	—
Malajangam	1,479	492	963	—	—
Mala Masti	52	—	48	9	15
Mala sale (Netkani)	41,632	13	40,264	—	4
Mala Sanyasi	98	51	47	23	1,332
Mang	6,767	427	6,340	—	—
Mang Garodi	48	48	—	—	—
Manne	216	176	—	5	—
Mashti	281	180	—	38	35
Matangi	—	—	—	—	63
Mehtar	1,740	1,720	—	—	—
Mitha Ayyalwar	200	142	—	32	6
Mundala	—	—	—	—	58
Baki or Moti	—	—	—	—	—
Pambada or Pambanda	—	—	—	—	—
Panchama or Pariah	—	—	—	—	—
Relli	—	—	—	—	—
Samagara	390	390	—	—	—
Selban	—	—	—	—	—
Sapru	—	—	—	—	—
Sindhollu or Chindollu	90	75	—	—	—
Thoti	—	—	—	3	12
Unspecified	—	—	—	—	—

In view of the limitations of a doctoral research, the Scheduled Caste sub-caste categories within Telangana region, which is a small cohesive unit, is considered. Since Telangana is quite large consisting of 10 districts, only four representative districts have been selected. They include, Hyderabad, Khammam, Mahabubnagar and Adilabad.

### **3.3.1 Sampling Procedure**

The investigator had selected four districts i.e Hyderabad, Khammam, Mahabubnagar and Adilabad for the sample of the study (Table 3.3.1, 3.3.2, 3.3.3, 3.3.4 and 3.3.5).

In Hyderabad, there are 308 high schools including government, private, aided and private unaided, out of which 71 schools have been selected for the sample of the study and the data has been collected from 150 Scheduled Caste students of SSC who were appearing at various public examinations.

At the Intermediate level of education, there are 62 Junior Colleges in Hyderabad district out of which 30 institutions have been chosen and the data collected from the sample of 137 Scheduled Caste students studying at Intermediate Final year level.

At degree level, there are 48 degree colleges including private aided and unaided, out of which 20 degree colleges have been chosen. Data was collected from 70 Scheduled Caste students studying at B.A., B.Com. and B.Sc. final year levels who were taking the terminal examinations.

At the post-graduation level of education, out of 9 P.G. Centres in Hyderabad, only 5 have been chosen as institutional sample and the data was collected from 35 Scheduled Caste students of final year Post-Graduate Courses like M.A., M.Com., M.Sc.

At the Medical Education level, there are two Medical Colleges in Hyderabad and the data was collected from 48 Medical students including House Surgeons from both the colleges.

Finally there are five Engineering Colleges in the city of

Hyderabad. The data was collected from 40 Scheduled Caste students of Engineering final years, at the rate of ten students from each of the four colleges which formed the sample.

The investigator has chosen Khammam district as a part of the sample of his study. In that district, there are 190 high schools including government, zilla parishad, private aided and unaided out of which 84 institutions have been chosen and data obtained from 103 Scheduled Caste students from the same district.

There are 26 Junior Colleges in Khammam district, out of which 13 Junior Colleges have been chosen and relevant information obtained from 134 Scheduled Caste students of Intermediate final years.

Similarly at the degree level, there are nine degree colleges in the district, out of which four institutions have been selected as institutional sample and data was collected from 40 Scheduled Caste students of these four colleges.

Finally, there is only one post-graduate centre at Khammam from which, 10 Scheduled Caste students have been chosen and data was collected.

In Mahabubnagar district, there are 223 higher secondary schools including (19) government schools, 18 Zilla Parishad Schools, 16 Aided Schools and two unaided schools out of these institutions, the investigator had selected 109 institutions and collected data from 89 Scheduled Caste students at SSC level.

At the Intermediate level of education, there are 22 Junior Colleges in Mahabubnagar district, out of which 11 Junior Colleges have been selected as institutional sample and data collected from 79 Scheduled Caste students studying in Intermediate final year class.

Similarly at the degree level there are nine degree colleges in the district, out of which five colleges were taken as institutional sample and relevant data collected from 77 Scheduled Caste students studying in final years of B.A., B.Com. and B.Sc., courses in Mahabubnagar district.

Finally at the post-graduation stage of education, there is one P.G. Centre at Mahabubnagar. Data was collected from 20 Scheduled Caste students of Post-Graduation centre.

With regard to collection of sample of students from Adilabad district, there are 113 high schools in the district, out of which 52 high schools have been chosen as institutional sample and data collected from 40 Scheduled Caste students studying in 10th class.

At Intermediate level of education, there are 13 Junior Colleges in the districts, out of which six Junior Colleges have been selected as institutional sample, and the data was collected from 41 Scheduled Caste intermediate final year students.

The investigator has adopted the same procedure to obtain the data, at the degree level as well. There are nine degree colleges in the district, out of which, five colleges have been chosen as institutional sample and the data was obtained from 60 Scheduled Caste students studying in graduation final years.

Finally, there is only one Post-Graduate Centre in Adilabad district. Data was collected from 15 P.G. final year Scheduled Caste students.

**Table 3.3.1**  
**Showing Universe of Non-Professional Institutions and**  
**Sample of Institutions and Students Selected in Hyderabad**  
**District**

<i>District</i>	<i>Institutions</i>	<i>Institu- tional sample</i>		<i>Sample student</i>
Hyderabad	1. Schools:			
	a) City Schools (including Govt.)	99	59	
	b) Private aided	120	12	
	c) Private unaided	89		
	<b>Total</b>	<b>308</b>	<b>71</b>	<b>150</b>

2. Junior Colleges:			
a) City Jr. Colleges (including Govt.)	16	15	
b) Private colleges	46	15	
<b>Total</b>	<b>62</b>	<b>30</b>	<b>137</b>
3. Degree Colleges:			
a) Govt. Degree Colleges (City)	6	2	
b) Private aided	34	14	
c) Private unaided colleges	8	4	
<b>Total</b>	<b>48</b>	<b>20</b>	<b>70</b>
4. P.G. Centres:			
a) Govt. Colleges	4	2	
b) Private	5	3	
<b>Total</b>	<b>9</b>	<b>5</b>	<b>35</b>

**Table 3.3.2**  
Statement showing universe of professional Institutions and  
sample of institutions and students selected in Hyderabad

<i>District</i>	<i>Institutions</i>	<i>Institutional sample</i>	<i>Student sample</i>
Hyderabad	1. Gandhi Medical College	1 Gandhi Medical College	24
	2. Osmania Medical College	1 Osmania Medical College	24
			<b>48</b>
Hyderabad	<b>Engineering Colleges</b>		
	1. O.U. Engineering College	- do -	10
	2. Chaitanya Bharathi Institute of Engineers Gandipet, Hyderabad	- do -	10

<i>District</i>	<i>Institutions</i>	<i>Institutional sample</i>	<i>Student sample</i>
	3. Matrushree Engineering College	- do -	10
	4. Mukarramjah College of Engineering, Banjara Hills, Hyderabad	- do -	10
	5. Deccan College of Engineering, Hyderabad	- do -	
			40

**Table 3.3.3**  
**Showing universe of the institutions and sample of institutions and students selected in Khammam district**

<i>District</i>	<i>Institutions</i>	<i>Institutional sample</i>	<i>Sample student</i>
Khammam	1. Schools:		
	a) City Schools	37	19
	b) Taluk Schools	134	65
	c) Private aided	29	
	<b>Total</b>	<b>190</b>	<b>84</b>
			<b>103</b>
	2. Junior Colleges:		
	a) Govt Junior Colleges	22	
	b) Unaided Colleges	4	
	<b>Total</b>	<b>26</b>	
	City Colleges	10	5
	Taluk Colleges	16	8
	<b>Total</b>	<b>26</b>	<b>13</b>
			<b>134</b>

3. Degree Colleges:			
a) Govt. Colleges	6		
b) Unaided Colleges	3		
<b>Total</b>	<b>9</b>		
City Colleges	4	2	
Taluk Colleges	5	2	
<b>Total</b>	<b>9</b>	<b>4</b>	<b>40</b>
4. P.G. Centres:			
City	1	1	10

**Table 3.3.4**  
**Showing universe of the institutions and sample of**  
**institutions and students selected in district of**  
**Mahabubnagar**

<i>District</i>	<i>Institutions</i>	<i>Institutional sample</i>	<i>Sample student</i>
Mahabub-nagar	1. Schools (Govt. Schools)	19	
	2. Taluks (6)	186	
	3. Aided School	16	
	4. Unaided Schools	2	
	<b>Total</b>	<b>223</b>	
	1. City Schools	37	20
	2. Taluk	186	100
	<b>Total</b>	<b>223</b>	<b>120</b>
			<b>89</b>
2. Junior Colleges:			
1. Govt. Junior Colleges	22		
<b>Total</b>	<b>22</b>		
	1. City Jr. Colleges	8	4
	2. Taluk	14	7
<b>Total</b>	<b>22</b>	<b>11</b>	<b>79</b>



3	Degree Colleges			
1	Govt Colleges	7		
2.	Unaided	2		
<b>Total</b>		<b>9</b>		
1.	City Colleges	4	2	
2.	Taluk Colleges	5	3	
<b>Total</b>		<b>9</b>	<b>5</b>	<b>77</b>
4.	P.G. Centres:			
	City	1	1	20

Table 3.3.5

Showing universe of the institutions and sample of institutions and students selected in district of Adilabad

<i>District</i>	<i>Institutions</i>	<i>Institu- tional sample</i>	<i>Sample student</i>	
Adilabad	1. Schools:			
	a) (Govt. Schools)	13		
	b) Taluks Schools	77		
	c) Private aided	9		
	d) Private unaided	14		
	<b>Total</b>	<b>113</b>		
	1. City Schools	35	17	
	2. Taluk Schools	78	35	
	<b>Total</b>	<b>113</b>	<b>52</b>	<b>40</b>
	2. Junior Colleges.			
	a) Govt Colleges	13		
	1. City Colleges	5	2	
	2. Taluk Colleges	8	4	
	<b>Total</b>	<b>13</b>	<b>6</b>	<b>41</b>

## 3. Degree Colleges:

a) Govt Colleges	6	3
b) Unaided	3	2

<b>Total</b>	<b>9</b>	<b>5</b>
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1. Taluk (8) City Area	6	60
2. Taluk	3	

<b>Total</b>	<b>9</b>	
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4. P.G. Centres:	1	1	15
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Hyderabad is the cosmopolitan centre, while Khammam is an advanced district both agriculturally and industrially and hence educationally, Mahabubnagar is relatively backward though it is closer to Hyderabad and Adilabad is the most backward district because of its terrain. Forty per cent of Adilabad is covered by forests. Thus the sample of districts selected includes the advanced districts, and relatively backward districts. The population of the Scheduled Caste sub-castes of Telangana districts is presented in the Table 3.3.6.

**Table 3.3.6**  
**Showing the population of scheduled castes**  
**in Telangana area**

<i>Region</i>	<i>Population</i>
Hyderabad	2,16,485
Ranga Reddy	3,07,949
Medak	3,10,001
Nizamabad	2,58,840
Adilabad	3,00,421
Karimnagar	4,59,367
Warangal	3,83,770
Nalgonda	3,72,413
Khammam	2,59,925
Mahabubnagar	4,24,076
<b>Total</b>	<b>32,93,245</b>

The sample of Scheduled Caste students sub-caste category and sex-wise is presented in the table 3.3.7.

**Table 3.3.7**

**Showing the sample of scheduled caste students sub-categories and sex-wise**

S No.	Sex	Mala	Madiga	Adi- Andhra	Mahar	Total
1	Boys	634	422	17	2	1075
2	Girls	67	43	3	0	113
<b>Total</b>		<b>701</b>	<b>465</b>	<b>20</b>	<b>2</b>	<b>1188</b>

As the table reveals the total sample consisted of 1188, out of them 1075 are boys and 103 are girls. The Mala sub-group predominates with a sample of 701 of whom 634 are boys and 67 girls. The next group is that of Madigas which consists of 422 boys and 43 girls. Adi-Andhras are not found in Telangana in a large way. So they have a composition of 17 boys and 3 girls. Mahars are largely from Maharashtra, the adjacent region of Andhra Pradesh from which only two boys got included in the sample.

The sex background of the sample at various levels of education is presented in the table 3.3.8.

**Table 3.3.8**

**Showing the sex background of the sample, studying at various levels of education**

Sex	SSC	Inter	1st degree	2nd degree	Medical	Enginee- ring	Total
Boys	332	356	221	80	46	40	1075
Girls	50	35	26	0	2	0	113
<b>Total</b>	<b>382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

As the table indicates the sex background of the sample at various levels of education is provided. The number of boy

students included in the sample at SSC, Intermediate, 1st degree, 2nd degree, Medical and Engineering levels are 332, 356, 221, 80, 46 and 40 respectively and total number of sample is 1075. The sample of girl students admitted in the said courses are 50, 35, 26, 0, 2 and 0 respectively and the total number of female sample is 113. It is found from the table that no sample of girls is available in the 2nd degree courses and engineering courses. It is observed from the table that the girls representation in educational institutions is only 9.51%. Whereas the representation of boys is 90.49%. It means that the boys predominate the girls in all educational institutions.

The community background of Scheduled Castes Boys and Girls is presented in the table 3.3.9.

**Table 3.3.9**  
**Showing the community background of scheduled castes boys and girls**

<i>S No.</i>	<i>Sex</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
1	Boys	860	215	1075
2	Girls	75	38	113
<b>Total</b>		<b>935</b>	<b>253</b>	<b>1188</b>

The table reveals that out of 1075 boy students majority of them (860) hail from rural background and the rest of the students (215) hail from urban background. Similarly the girl students (75) hail from rural background and 38 girl students hail from urban background. It can be seen from the table that most of the boys and girls from Scheduled Castes hail from rural background only and a few hail from urban background.

The community background of the sample is provided in the table 3.3.10.

**Table 3.3.10**  
**Showing the rural and urban background of caste categories of the sample**

S.No.	Caste category	Rural	Urban	Total
1.	Mala	N=540	N=161	N=701
2.	Madiga	N=379	N=86	N=465
3.	Adi-Andhra	N=15	N=5	N=20
4.	Mehar	N=1	N=1	N=2
<b>Total</b>		<b>N=935</b>	<b>N=253</b>	<b>N=1188</b>

As the table reveals the total sample consisted of 1188. The representations of Mala sub-caste in both rural and urban areas are 540 and 161 respectively. The total number of Mala sample is 701. The second category of the Scheduled Caste community is the Madiga; their representation is 379 (rural) and 86 (urban) and total number of Madigas is 465. The third sub-caste is Adi-Andhra. They had 15 rural and 5 urban candidates. The last sub-caste is Mahar; their representation with the both rural and urban backgrounds is two representing one from each area. It is found from the table that Mala and Madiga sub-castes predominate in almost all educational institutions.

**Table 3.3.11**  
**Showing the sex background of scheduled caste students at various levels of education**

Educational level	Mala		Madiga		Adi-Andhra		Mehar		Total		Total
	B	G	B	G	B	G	B	G	B	G	
SSC	198	36	133	14	1	0	0	0	332	50	382
Inter-mediate	221	15	132	19	3	1	0	0	356	35	391
1st degree	108	16	113	10	0	0	0	0	221	26	247
2nd degree	48	0	23	0	9	0	0	0	80	0	80
Medical	33	0	9	0	2	2	2	0	46	2	48
Engineering	26	0	12	0	2	0	0	0	40	0	40
<b>Total</b>	<b>634</b>	<b>67</b>	<b>422</b>	<b>43</b>	<b>17</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1188</b>		

B = Boys; G = Girls.

The sex background of the sample studying at various levels of education is provided in the table.

The table reveals the sex background of Scheduled Caste students studying at various levels of education. The Mala boys in SSC, Inter, 1st degree, 2nd degree, Medical and Engineering are 198, 221, 108, 48, 33 and 26 respectively. The total number of the boy students of Mala category at all levels of education is 634. Similarly girls students of Mala caste in SSC, Inter, 1st degree are 36, 5, 16 respectively and the total number of girls students comes to 67. It is noted from this table that there are no girls at P.G., Medical and Engineering courses.

In the case of Madiga boys they were 133, 132, 113, 23, 9 and 12 respectively in SSC, Inter, 1st degree, 2nd degree, Medical and Engineering and the total number of Madiga boys was 442, whereas in the case of Madiga girls in SSC, Intermediate and 1st degree there were 14, 19 and 10 respectively. There is no sample of girl students from P.G. to Engineering level of education. And the total number of girls was 43.

The third category of caste is Adi-Andhra. The sample of Adi-Andhra boys in SSC, Inter, 1st degree, 2nd degree, Medical and Engineering courses are 1, 3, 0, 9, 2 and 2 respectively, total being 17 and in the case of girls in Inter it was one and 2 in medical course, total of the Adi-Andhra being 3 only.

The fourth category of the sample is Mahar which has only 2 boys in Medical education. The girls representation is nil in Mahar community.

Educational level of the sample community background-wise is presented in the table 3.3.12.

**Table 3.3.12**  
**Showing educational level of the sample, community**  
**background-wise**

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
SSC	314	68	382
Intermediate	317	74	391
1st degree	180	67	247
2nd degree	65	15	80
Medical	29	19	48
Engineering	30	10	40
<b>Total</b>	<b>935</b>	<b>253</b>	<b>1188</b>

The table reveals that the sample of rural students in SSC, Intermediate, 1st degree, 2nd degree, Medical, Engineering are 314, 317, 180, 65, 29 and 30 respectively and the total number of rural sample found in all the educational institutions is 935 whereas the sample of urban students in SSC, Inter, 1st degree, 2nd degree, Medical are 68, 74, 67, 15, 19 and 10 respectively and total number of urban samples is 253. As their sample indicates the rural students are more in number compared to urban sample, the total of the whole sample being 1188.

Sex background of the sample studying at various types of institutions is presented in the table 3.3.13.

**Table 3.3.13**  
**Showing the sex background of the sample from different**  
**school backgrounds**

<i>Sex</i>	<i>Govt.</i>	<i>Z.P.</i>	<i>Private</i> <i>aided</i>	<i>Private</i> <i>unaided</i>	<i>Total</i>
Boys	N=717	N=150	N=206	N=2	N=1075
Girls	N=51	N=32	N=21	N=3	N=113
<b>Total</b>	<b>N=769</b>	<b>N=182</b>	<b>N=233</b>	<b>N=5</b>	<b>N=1188</b>

As the sample indicates there are more number of boys (717) than girls (51) who have been admitted in government schools. Their total number is 769. In Zilla Parishad Schools, the boys are 150 and the girls 32, the total number of students admitted in Zilla Parishad Schools being 182. Next to Government Schools, a good number of students are admitted in private aided schools. The strength of boys in Private Aided Schools is 206 and that of girls 21, total being 233. The fourth category of institutions is private unaided institutions whereas the sample is of 5 students, i.e., it consisted of two boys and three girls.

The institutional background of the Scheduled Caste sub-caste categories is furnished in the table 3.3.14.

**Table 3.3.14**  
**Showing the scheduled caste sub-caste categories studying at different schools**

<i>Caste</i>	<i>Govt.</i>	<i>Z.P.</i>	<i>Private aided</i>	<i>Private unaided</i>	<i>Total</i>
Mala	N=451	124	122	4	701
Madiga	N=299	58	108	0	465
Adi-Andhra	N=16	0	3	1	20
Mehar	N=2	0	0	0	2
<b>Total</b>	<b>N=768</b>	<b>182</b>	<b>233</b>	<b>5</b>	<b>1188</b>

The table reveals that the sample of Mala students admitted in Government, Zilla Parishad, Private aided and Private unaided institutions are 451, 124, 122 and 4 respectively. The total number of Mala students is 701. The samples of Madiga students represented in government, zilla parishad private aided, private un-aided institutions are 299, 58 and 108 respectively. No one is found in private unaided institutions and total number of Madiga sample is 465.

The third category of the sub-caste is the Adi-Andhra which is found to be 16 in government schools, none in zilla parishad, three in private aided institutions and one is



private unaided institutions. The total number of Adi-Andhra sample is 20.

The fourth category of the caste is Mahar, has very low sample of two students have found in government schools. Rest of the institutions have no representation at all.

The table 3.3.15 presents the community background of the sample that is drawn from various types of institutions

**Table 3.3.15**  
**Showing community background of the sample hailing from different school backgrounds**

<i>School background</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
Govt. institutions	610	158	768
Zilla Parishad Schools	166	16	182
Private aided institutions	155	78	233
Private unaided institutions	4	1	5
<b>Total</b>	<b>935</b>	<b>253</b>	<b>1188</b>

The table reveals that the rural Scheduled Caste students predominate in government, zilla parishad, private aided and private unaided with strengths 610, 155, 166, 4 respectively. The total number of rural students admitted in different schools is 935. The urban students admitted in government, zilla parishad, private aided, private unaided are 158, 16, 78 and 1 respectively.

The total number of urban sample is 253. This sample includes 158 from government, 16 from Zilla Parishad, 78 from private aided and one from private unaided managements.

The management of the institutions from where the sample is drawn is presented in the table 3.3.16.

**Table 3.3.16**  
**Showing the management background of educational institutions from where the sample is drawn**

<i>School back-ground</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medical</i>	<i>Enginee-ring</i>	<i>Total</i>
Government	102	347	158	80	47	34	768
Z P	181	1	0	0	0	0	182
Private aided	95	43	89	0	0	6	233
Private unaided	4	0	0	0	1	0	5
<b>Total</b>	<b>382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

The table reveals that the Scheduled Caste students join in large number in government institutions. Private aided institutions take record position in educating the Scheduled Caste students. Zilla Parishad management comes next. Fewest (5) Scheduled Caste students have been found in unaided private schools.

In the table 3.3.17 the sample of Scheduled Caste sub-caste categories studying at various levels of education is presented.

**Table 3.3.17**

**Showing the sample of scheduled caste categories at various levels of education**

<i>Sl No</i>	<i>Caste category</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medi-cal</i>	<i>Engi-neering</i>	<i>Total</i>
1	Mala	N=234	236	126	48	33	26	701
2	Madiga	N=147	151	123	23	9	12	465
3	Adi-Andhra	N=1	4	0	9	4	2	20
4	Mehar	N=0	0	0	0	2	0	2
<b>Total</b>		<b>N=382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

Table reveals the sample of Scheduled Caste categories at various levels of education. The sample of Mala sub-caste in SSC, Inter, 1st degree, 2nd degree, medical and engineering has 234, 236, 126, 48, 33 and 26 candidates respectively. The total number of Mala student sample at various levels is 701

The second category of sample of Scheduled Caste students is Madigas. The Madigas in SSC, Inter, 1st degree, 2nd degree, medical and engineering are 147, 151, 123, 23, 9 and 12 respectively. The total number of Madiga students admitted at various levels is 465.

The third category of sample Scheduled Caste sub-group is the Adi-Andhras. The representation of Adi-Andhras in SSC, Inter, 1st degree, 2nd degree, medical and engineering is 1, 4, 0, 9, 4 and 2 respectively. The total number comes to 20. The fourth category of sample of Scheduled Caste sub-caste group is Mahar. It has no proper representation in the educational institutions except 2 in number in medical courses. It can be seen from the sample presented in the table that the Mala has the strength of 702 in number the Madiga has the strength of 465 in all educational institutions. The Adi-Andhra occupies the third position with the strength of only 20 in number. The last category is the Mahar community which has only two candidates.

### **3.4.0 Data Collection Procedure**

At the first stage of data collection, the investigator had personally distributed the questionnaires in the district of Hyderabad, Mahabubnagar, Khammam and Adilabad, to the sample selected who were pursuing studies at the different levels i.e., at secondary schools run by Government, Zilla Parishad and the Schools run by private managements. The total sample at this level of education comprised students 382. The researcher personally explained the questionnaire to all the students.

At the intermediate level of education, the researcher visited government junior colleges and private junior colleges of Hyderabad, Mahabubnagar, Khammam and Adilabad and

the total number of students involved was 391.

Similarly the investigator visited government and private degree colleges, both aided and unaided, in the districts of Hyderabad, Mahabubnagar, Khammam and Adilabad. The total sample at this level of education was 247.

At the post-graduation level the researcher visited post-graduation centres of Hyderabad under Osmania University jurisdiction. The questionnaire was distributed among 80 students.

At professional college level, the investigator visited the two medical colleges in Hyderabad, i.e., Osmania Medical College and Gandhi Medical College, Hyderabad and collected data from 48 of M.B.B.S. final year students and house surgeons.

Similarly, the investigator visited five Engineering Colleges under Osmania University jurisdiction. The following are the Engineering Colleges from where the researcher collected data:

1. University College of Engineering, O.U.,
2. Matrusree College of Engineering, Saidabad,
3. Deccan College of Engineering, Hyderabad, and
4. Chaitanya Bharathi Institute of Technology, Gandipet, Hyderabad.

In the said four institutions, the student sample selected was 40.

To keep the identity of the individuals confidential, the Hall Ticket Numbers were taken for the identification of the students. At the preliminary stage, the students were advised to write their hall ticket numbers in the appropriate column. The hall ticket number were checked with the office records and were found correct by the investigator.

At the later stage i.e., after a lapse of three months, the 10th class results of the pupils in terms of the marks they have secured and percentages of passes were collected on the basis of hall ticket numbers issued from the office of Commissioner of Government Examinations, Gunfoundary, Hyderabad.

The same procedure was followed in the case of Intermediate, 1st degree, 2nd degree level students and students of professional courses.

### **3.5.0 Statistical Techniques Used**

As stated earlier the thrust of research was to find out the relative measures of performance of Scheduled Caste sub-castes in relation to their socio-economic status, sex and community background. The performance of Scheduled Caste categories at various levels of education was to be found out. Like-wise the community background of Scheduled Caste students was studied in relation to their educational level and Scheduled Caste students sub-caste composition was to be found out at various levels of education.

And finally the performance of Scheduled Caste students studying at various types of school was to be ascertained

The means, standard deviations of the marks achieved by the sample of students at various levels of education in relation to their sub-caste, socio-economic, sex and community background. Whenever it was necessary 't' values and 'f' ratios have been worked out.

## *Chapter 4*

# ***Results***

### **4.0.0 Introduction**

As mentioned earlier, the study was aimed at finding out the academic performances of the Scheduled Caste students hailing from various sub-caste categories in relation to their socio-economic, educational and community background. The methodology pursued in this regard has been detailed in the preceding chapter. In the present chapter the results are presented hypothesis-wise.

### **4.1.0 Scheduled Caste Sub-Caste Categories and Performance**

The following hypothesis is formulated in this regard:

#### *Hypothesis I*

There will be difference in the performance levels of Scheduled Caste students hailing from different sub-caste backgrounds.

It has been hypothesised that the four Scheduled Caste sub-castes which have been represented in the sample display differences in performances.

The table 4.1 presents the performance of Scheduled Caste sub-caste categories in terms of the mean scores. The scores reflect the whole gamut of performance of Scheduled Caste categories obtained in all the examinations.

**Table 4.1**  
**Showing the mean performance levels of scheduled caste**  
**sub-caste categories along with standard deviations and**  
**number of cases**

<i>Sl. No.</i>	<i>Caste</i>	<i>Mean achievement Number</i>	<i>S.D.</i>	<i>f-ratio</i>
1.	Mala	37.32 (N=704)	14.36	8.43
2.	Madiga	35.91 (N=465)	13.57	
3.	Adi-Andhra	50.32 (N=20)	11.85	
4.	Mahar	57.00 (N=2)	5.65	

Significant at 0.01 level.

As the table reveals Malas predominate with the strength of 704 out of a total sample of 1188. The other categories namely, Madigas, Adi-Andhras, and Mahars have the strength of 465, 20 and 2 respectively. The mean performance of Mala students was found to be 37.32, while the achievement levels of Madiga, Adi-Andhra and Mahar students were 35.91, 50.32 and 57.00 respectively. The standard deviations indicated in the table are found to be 14.36, 13.57, 11.85 and 5.65 respectively. As it can be seen, the dispersion progressively narrows down in the case of Madiga, Adi-Andhra and Mahar communities.

The results reveals that Adi-Andhras have better levels of performance. Since the strength of Mahars is two, it is difficult to make generalizations. The f-ratio as indicated in the table is 8.43 which is found to be statistically significant at 0.01 level. It means that the difference in the performance levels of various Scheduled Caste sub-caste categories differ significantly. Thus the hypothesis formulated to the effect that there will be differences in the performance levels of Scheduled Caste sub-caste categories is not rejected.

#### 4.2.0 Composition of Scheduled Caste Boys and Girls

The following hypothesis is formulated in this regard:

##### *Hypothesis II*

Boys increasingly outnumber the girls as the Scheduled Caste students move up the educational ladder.

It has been hypothesised that the boys increasingly outnumber the girls as the Scheduled Caste students move up the educational ladder. It means that the number of boys increases comparatively more than that of girls as they move up educational ladder from SSC onwards. The results covering the hypothesis formulated in this regard are presented in the table.

**Table 4.2**  
**Showing the sex background of the sample who had appeared at examinations at various levels of education**

Sex	SSC	Inter	1st degree	2nd degree	Medical	Enginee- ring	Total
Boys	332 (87%)	356 (91%)	221 (90%)	80 (100%)	46 (96%)	40 (100%)	1075 (90%)
Girls	50 (13%)	35 (9%)	26 (10%)	0 (0%)	2 (4%)	0 (0%)	113 (10%)

Table 4.2 indicates the sex background of sample studying at various levels of education. It is evident from the table that the boys students represented in the SSC, Inter, 1st degree, 2nd degree, Medical and Engineering courses are 332, 356, 221, 80, 46 and 40 respectively. The total number of boy students admitted are 1075.

Whereas the girls students represented in the same courses are 50, 35, 26, 0, 2 and 0 respectively, the total number of girls students admitted is 113.

It can be clearly observed in terms of percentages that 87% in SSC examination, 91% in Intermediate examination, 90% in 1st degree course, 96% in Medical courses, 100% in



2nd degree course and 100% in Engineering course of the Scheduled Caste students who appeared at public examinations were boys while the girl students accounted for 13% in SSC, 9% in Inter, 10% in first degree, 4% in Medical courses, 0% percentage in 2nd degree courses and 0% in Engineering courses. In all the share of girl students was only 10%.

Thus it can be seen that the female SC students account for 10% of the share of education when compared to male students who accounted for 90%. But again this limited sharing reveals a trend. The trend is that the female students who accounted for 13% at SSC level gradually decrease in strength as they move up the educational ladder. Their composition at inter is 9%, at first degree 10%, at Medical 4% at 2nd degree 0 percentage, and at Engineering level it is 0%

Thus it gets established that as the female Scheduled Caste students move up the educational ladder their numbers dwindle when compared to Scheduled Caste male students.

The hypothesis formulated in this regard is not rejected

#### **4.3.0 Socio-Economic Status Levels of Boys and Girls**

The following hypothesis is formulated in this regard.

##### *Hypothesis III*

The socio-economic status levels of Scheduled Caste female students will be higher than the socio-economic status levels of Scheduled Caste male students.

It has been hypothesised that the socio-economic status levels of Scheduled Caste female students will be higher than the socio-economic status levels of Scheduled Caste male students.

The results pertaining to this hypothesis are presented in the table 4.3.

**Table 4.3**  
**Showing the socio-economic status background of sheduled caste boys and girls studying at various levels of education**

Sex	SSC	Inter	1st degree	2nd degree	Medical	Engin- eering	Total
Boys	M=2.85 SD=1.81 (N=332)	M=3.87 SD=3.32 (N=356)	M=3.88 SD=5.29 (N=221)	M=6.58 SD=6.31 N=80	M=8.35 SD=6.85 (N=46)	M=8.43 SD=8.92 (N=No)	M=4.12 SD=4.54 (N=1075)
Girls	M=3.10 SD=1.63 (N=50)	M=3.83 SD=5.22 (N=34)	M=8.65 SD=8.60 (N=26)	M=- SD=- (N=0)	M=5.50 SD=2.12 (N=2)	M=- SD=- (N=2)	M=4.65 SD=5.57 (N=113)
Total	M=2.88 SD=1.79 (N=382)	M=3.86 SD=3.52 (N=391)	M=4.38 SD=5.89 (N=247)	M=6.58 SD=6.31 (N=80)	M=8.23 SD=6.74 (N=48)	M=8.43 SD=8.92 (N=40)	M=4.17 SD=4.65 (N=1188)

t 1.1508 not significant.

The table indicates the superiority of socio-economic status of female students over the socio-economic status levels of male students at various levels of education. It can be seen from the figures in the table that the mean socio-economic status levels of the female students are higher than that of the male students. The mean of male students in SSC, Inter, 1st degree, 2nd degree, medical and engineering courses are 2.85, 3.87, 3.88, 6.58, 8.35 and 8.43 respectively and the total mean of the male students is 4.12. The standard deviation of the same students in the same course are 1.81, 3.32, 5.29, 6.31, 6.85 and 8.92 respectively. The total standard deviation of the male students is 4.54. The total number of male students sample was 1075.

Whereas the mean of female students admitted in SSC, Intermediate course, 1st degree and medical course were 3.10, 3.83, 8.65 and 5.50. No female student was available in 2nd degree and engineering courses and the total socio-economic status mean of the female students was 4.65. The standard deviations of the same students were 1.63, 5.22, 8.60 and 2.12 respectively and the total standard deviation of the female

students was 5.57. The total number of female students who appeared at various examination was 113.

It is clear from the figures available in the table that the mean levels of socio-economic status of female students is 4.65 which is higher than the mean level of the socio-economic status of males i.e., 4.12. The standard deviation of socio-economic status of female was 5.57, while that of male students was 4.54. It means that socio-economic status levels were more dispersed in the case of females. It can be observed that in certain courses like 2nd degree and engineering courses no female students were available. It may be noted that the mean socio-economic status levels of the girls 4.65 are higher than the mean socio-economic status levels of boys 4.12. But however, the t-ratio 1.1508 was not found to be significant.

Thus it can be concluded that though there are differences in socio-economic status levels of male and female scheduled caste students, the differences are not statistically significant. So the hypothesis of significant differences in the socio-economic status levels of male and female students gets rejected.

#### **4.4.0 Performance of Scheduled Caste Boys and Girls**

The following hypothesis is formulated in this regard:

##### *Hypothesis IV*

The performance of male Scheduled Caste students is better than the performance of female Scheduled Caste students.

The results pertaining to this hypothesis are presented in the following table.

Table 4.4 presents the performance levels of Scheduled Caste boys and girls at different levels of education. It is evident from the figures in the table that the mean

Table 4.4

Showing the percentage of marks scored by boys and girls at different levels of education along with standard deviation and their strength

Sex	SSC	Inter	1st degree	2nd degree	Medical	Engin- eering	Total
Boys	M=40.70 SD=12.82 N=332	M=27.10 SD=11.46 N=356	M=34.72 SD=7.32 N=221	M=54.00 SD=4.12 N=90	M=54.00 SD=2.86 N=46	M=61.07 SD=9.74 N=40	M=37.29 SD=14.26 N=1075
Girls	M=38.55 SD=11.74 N=50	M=27.63 SD=12.63 N=35	M=37.96 SD=10.40 N=26	N=00 N=2 N=0	M=56.00 00.00 N=2	N=00 N=2 N=0	M=34.45 SD=12.67 N=113
Total	M=40.16 SD=12.75 N=382	M=27.15 SD=11.55 N=391	M=35.06 SD=7.74 N=247	M=54.06 SD=4.12 N=80	M=54.08 SD=2.83 N=48	M=61.07 SD=9.73 N=40	M=37.02 SD=14.14 N=1188

performance of boys in SSC, Inter, 1st degree, 2nd degree, Medical and Engineering are 40.70, 27.10, 34.72, 54.00, 54.00 and 61.07 respectively and the total mean comes to 37.29. The standard deviation are 12.82, 11.46, 7.32, 4.12, 2.86 and 9.74. The standard deviations for the total figure was 14.26. Total number of male students was 1075.

The mean performance of the girl students at different levels are 38.55 (SSC), 27.63 (Inter), 37.96 (1st degree), 56.00 (2nd degree) and no representation was found in engineering courses. The total mean performance comes to 34.45, the standard deviations for the girls were 11.74 (SSC), 12.63 (Inter), 10.40 (1st degree) and the total standard deviations comes to 12.67.

It is seen from the tables that the total mean of performance of the boys was 37.29, whereas the total mean performance of the girls was 34.45.

Since the total means are not comparable as they are the additions of performance means of girls and boys achieved at various examinations, the t-values to test the differences of performances wherever possible are worked out. The same are provided in the table 4.5

**Table 4.5**  
**Showing performance of scheduled caste boys and girls at**  
**SSC, inter and first degree level along with t-values**

<i>Sex</i>	<i>SSC</i>	<i>Intermediate</i>	<i>Degree</i>
Boys	M=40.70	27.10	34.72
	SD=12.82	11.46	7.31
	N=332	356	221
	t=1.19	t=0.24	t=1.54
Girls	M=38.55	27.63	37.96
	SD=11.74	12.63	10.40
	N=50	35	26

The table 4.5 indicates that the mean performance levels of boy (N=332) and girl (N=50) students are 40.70 and 38.55 respectively. The standard deviations of the boys and girls are 12.82 and 11.74 respectively. That means that the performance levels of boys are higher than that of girl students in the case of SSC examinations.

The t-value (1.19) indicating the differences in the performance levels of both boys and girls was not found to be statistically significant. In the case of Intermediate examinations the mean performance levels of boy students (N=356) and girl students (35) were 27.10 and 27.63 respectively. The standard deviations of the both the groups were 11.46 and 12.63 respectively.

The t-value (0.24) indicating the difference in the performance levels of both boys and girls was not found to be statistically significant.

Even in the case of 1st degree examinations, the mean performance of boys (N=221) and girls (26) were 34.72 and 37.96 respectively. The performance of girls was higher than that of boy students.

The t-value (1.54) indicating the difference in the performance levels of both boys and girls was not found to be statistically significant. It means that the differences in the

performance levels of boys and girls were not significant. And so the hypothesis formulated to the effect that the male students perform better than the female students gets rejected.

#### 4.5.0 Educational Levels Reached by Scheduled Castes Sub-Castes

The following hypothesis is formulated in this regard.

##### *Hypothesis V*

The educational levels reached by the students of different Scheduled Caste sub-caste categories are not uniform.

It has been hypothesised that educational levels reached by the students of different Scheduled Caste sub-caste categories are not uniform. That means some of the sub-caste groups are more advanced educationally and reach higher levels of education, while other sections are still backward and remain backward educationally. In order to test the hypothesis, the following information presented in the table is analysed.

**Table 4.6**  
**Showing the educational level of the caste group along with percentages of composition**

<i>Sub-Caste</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medical</i>	<i>Enginee- ring</i>	<i>Total</i>
Mala	234 61.25%	236 60.35%	124 50.20%	48 60.0%	33 68.75%	26 65.0%	701 59.0%
Madiga	147 38.48%	151 36.8%	123 49.79%	23 28.75%	9 18.75%	12 30.0%	465 39.14%
Adi- Andhra	1 0.26%	4 1.02%	0 0.00%	9 11.25%	4 8.33%	3 5.0%	20 1.68%
Mehar	0	0	0	0	2 4.16%	0	2 0.16%
<b>Total</b>	<b>382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

Table 4.6 reveals that out of every 100 Scheduled Caste students who appeared at the SSC examination 61.25% were

Malas, 38.48% were Madigas, and 0.26% were from Adi Andhras sub-caste. The rest of the sub-castes had not reached the level of even SSC so far.

Out of every 100 Scheduled Caste students who appeared at the intermediate examination 60.35% were Malas, 36.8% were Madigas and 1.02% were Adi-Andhras.

Out of every 100 Scheduled Caste students who appeared at 1st degree examination 50.20% were Malas and 49.79% were Madigas.

Among the Scheduled Caste students who appeared at the 2nd degree examination, 60% were from Mala community, 28.75% were from Madiga community and 11.25% were from Adi-Andhra community.

Among the Scheduled Caste students who appeared at medical examination 68.75% were from Mala community, 18.75% were from Madiga community, 8.33% were from Adi-Andhra community and 4.16% were from Mahar community.

Among the Scheduled Caste students who appeared at Engineering degree examinations 65% were from Mala community while 35% from Madiga community.

Thus it is clear from the data that about 59% of the total candidates who appeared at various examinations were from Mala community alone. The Madiga community accounted for a little over 39%. The Adi-Andhra had a share of 1.68% and the Mahars 0.6%. It may be noted that the Adi-Andhras are mostly found in Andhra region, while Mahars in Maharashtra. Thus Mala and Madiga are the only communities among the Scheduled Castes who got educated in Telangana while the rest of the Scheduled Caste communities do not avail the existing educational opportunities.

One more thing is to be noted. Numerically Madigas are a major community among Scheduled Castes. The Malas who are less in number, population-wise, have the share of 59% among the Scheduled Caste candidates who appeared at various examinations.

Thus it gets proved that among the Scheduled Castes all the sub-castes do not get uniformly educated.

The hypothesis to the effect that the educational levels reached by the students of different Scheduled Caste sub-castes categories are not uniform, is not rejected.

#### 4.6.0 Rural/Urban Background of Mala and Madiga Students

The following hypothesis is formulated in this regard:

##### *Hypothesis VI*

While students from Madiga sub-caste categories hail predominantly from rural background, Malas hail predominantly from urban background.

The results pertaining to this hypothesis are presented in the following table.

**Table 4.7**  
**Showing the rural and urban background of caste categories of the sample along with percentages**

<i>Caste</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
Mala	540 77%	161 22.96%	701 100%
Madiga	379 81.5%	86 18.49%	465 100%
Adi- Andhra	15 75%	5 25%	20 100%
Mahar	1 50%	1 50%	2 100%
<b>Total</b>	<b>935</b> <b>78%</b>	<b>253</b> <b>22%</b>	<b>1188</b> <b>100%</b>

A perusal of the table would reveal a predominant rural background of all the Scheduled Caste sub-castes. But with the rural bias as a major factor, slight variations in the



community background of different Scheduled Caste sub-castes too can be seen.

While the Mala students have a rural/urban composition of 72 - 22.96, the Madigas have a composition of 81.5 - 18.49, the Adi-Andhras 75 - 25 and the Mahars 50 - 50. It may be noted that the sample includes only two Mahars. So the data pertaining to Mahars can be ignored.

Of the three sub-castes represented Madigas seem to have relatively a larger rural base when compared to Malas and Adi-Andhras.

Thus the results do not reject the hypothesis formulated to the effect that while the students from certain Scheduled Caste sub-castes hail predominantly from rural background, others hail predominantly from urban background.

#### **4.7.0 Rural/Urban Composition of Scheduled Castes Students at Various Levels of Education**

The following hypothesis is formulated in this regard.

##### *Hypothesis VII*

The ratio of rural Scheduled Caste students decreases more sharply when compared to urban Scheduled Caste students as they move up educational ladder.

It has been hypothesised that ratio of the rural Scheduled Caste students decreases more progressively as they move up the educational ladder.

The results pertaining to this hypothesis are presented in the following table.

The table 4.8 indicates that the ratio of rural students decreases more progressively as they move up the educational ladder when compared to the urban students. The rural students who had appeared at various examinations such as SSC, Inter, 1st degree, 2nd degree, Medical and Engineering

**Table 4.8**  
**Showing the educational level of the sample, community**  
**background-wise alongwith percentages**

<i>Caste</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
SSC	314 33.58%	68 26.87%	382
Intermediate	317 33.90%	74 29.24%	391
1st degree	180 19.25%	67 26.48%	247
2nd degree	65 6.95%	15 5.92%	80
Medical	29 3.10%	19 7.50%	48
Engineering	30 3.20%	10 3.95%	40
<b>Total</b>	<b>935</b>	<b>253</b>	<b>1188</b>

courses were 314, 317, 180, 65, 29 and 30 respectively, while their total number was 935. Their shares percentages-wise were 33.58% in SSC, 33.90% in Intermediate, 6.95% in 2nd degree course, 3.10% in Medical courses and 3.20% in Engineering courses.

It is also observed that the urban Scheduled Caste students admitted in various courses as such SSC, Intermediate, 1st degree, 2nd degree, Medical and Engineering were 68, 75, 15, 19 and 10 respectively. Their share can be observed in terms of percentage of the students educational programme-wise, 6.87% in SSC, 29.24% in Intermediate, 26.48% in 1st degree, 5.92% in 2nd degree, 7.50% in Medical course and 3.95% in Engineering courses

Thus it can be concluded that as the rural and urban students move up the educational ladder their numbers decrease. But the tapering off is sharper in the case of rural students.

In such circumstances it can be generalised that the ratio of rural Scheduled Caste students decreases more sharply when compared to urban Scheduled Caste students as they move up the educational ladder.

Thus the hypothesis constructed in this regard is not rejected.

#### 4.8.0 Socio-Economic Status Levels of Rural and Urban SC Students

The following hypothesis is formulated in this regard:

##### *Hypothesis VIII*

The socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic status levels of rural Scheduled Caste students.

It has been hypothesised that the socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic levels of rural students.

The results pertaining to this hypothesis are presented in the following table.

**Table 4.9**  
**Showing the socio-economic status levels of rural and urban scheduled caste students along with mean and standard deviation**

<i>Community background</i>	<i>Socio-economic status</i>	<i>t-value</i>
Rural	M=3.8663 SD=4.0307 N=935	
Urban	M=5.2806 SD=6.3192 N=253	3.36*
Total	M=4.1175 SD=4.6473 N=1188	

\*Significant at 0.01 level.

The table 4.9 indicates the superiority of socio-economic status levels of urban Scheduled Caste students over the

socio-economic status levels of rural Scheduled Caste students. It is noted from the figures of the table that the mean socio-economic status levels of the rural Scheduled Caste students (N=935) is 3.8663, whereas the mean socio-economic status levels of the urban Scheduled Caste students (N=253) is 5.2806, which is higher than that of the rural Scheduled Caste students. It is also noted that standard deviation of rural Scheduled Caste students is 4.0307 whereas the standard deviation of urban Scheduled Caste students is 6.3192. It means that the socio-economic status levels of urban Scheduled Caste vary much when compared to socio-economic status levels of rural Scheduled Castes who are relatively homogeneous.

The t-value (3.36) indicating the differences in the socio-economic status levels of urban and rural students is found to be statistically significant. Thus it gets established that the socio-economic status levels of Scheduled Caste urban students are higher than that of the Scheduled Caste rural students.

Thus the hypothesis constructed in this regard to the effect that the socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic levels of rural students, is not rejected.

While the table 4.9 gives the socio-economic levels of both the Scheduled Caste boys and girls, the table provides the details of socio-economic status of the Scheduled Caste boys and girls hailing from rural and urban areas separately.

As the table 4.10 reveals that the mean socio-economic status levels of rural boys (N=860) was 3.81, while that of the urban boys (N=215) was 5.31. The standard deviations for these two groups were 3.91 and 3.34 respectively. Thus it can be said that the socio-economic status of urban boys was more varied when compared to socio-economic status of rural boys.

Table 4 10

Showing the mean socio economic status levels of scheduled caste boys and girls hailing from rural and urban areas along with standard deviation and strength

<i>Sex</i>	<i>Rural</i>	<i>Urban</i>	<i>t-ratio</i>
Boys	M=3.81	5.31	3.31*
	SD=3.91	6.34	
	N=860	215	
Girls	M=4.41	5.11	0.60
	SD=2.51	6.25	
	N=75	38	

\*Significant at 0.01 level.

The t-value (3.31) indicating the difference in the rural and urban boys' socio-economic status was found to be significant at 0.01 level. Thus the urban Scheduled Caste boys were having higher socio-economic status background than rural boys.

Regarding the Scheduled Caste girls hailing from rural and urban areas, it may be noted that while the status of the rural sample was 4.41, the status of the urban sample was 5.11. The respectively standard deviation for both these groups were 5.21 and 6.25 indicating a slightly greater dispersion in the socio-economic status levels of urban girls.

The t-value (0.60) indicating the differences in the socio-economic status levels of Scheduled Castes girls hailing from rural and urban areas was not found to be significant.

#### 4.9.0 Performance of Rural and Urban Scheduled Castes Students

The following hypothesis is formulated in this regard.

##### *Hypothesis IX*

The performance of urban Scheduled Caste students will be

superior to the performance of rural Scheduled Caste students.

It has been hypothesised that the performance of urban Scheduled Caste students will be superior to the performance of the rural Scheduled Caste students.

The results pertaining to this hypothesis are presented in the table.

**Table 4.11**  
**Showing the mean performance levels of scheduled caste candidates in relation to their rural and urban backgrounds**

<i>Rural Scheduled Castes</i>	<i>Urban Scheduled Castes</i>	<i>Total</i>	<i>t-value</i>
M=36.64	38.45	37.02	
SD=13.73	15.56	14.14	1.69
N=935	253	118	

The table 4.11 indicates superiority of performance of urban Scheduled Caste students over the performance levels of rural Scheduled Caste students. It is noted from the figures of the table that the mean performance of urban Scheduled Caste students (N=253) was 38.45, whereas the mean of rural Scheduled Caste students (N=935) was 36.64 which is lower than that of urban students. It is also noted the standard deviation in case of rural Scheduled Caste students was 13.73, whereas the Standard Deviation of urban students was 15.56.

The t-value 1.69 indicating the difference in the performance levels of both rural Scheduled Caste students and urban Scheduled Caste students is not found to be statistically significant. Thus it gets established that the performance of urban students is not superior to the performance of Scheduled Caste rural students.

Thus the hypothesis constructed in this regard to the effect that the performance of urban Scheduled Caste

students will be superior to the performance of rural Scheduled Caste students is rejected.

While the table gives the performance levels of both rural and urban students, the table 4.12 provides the details of performance of various examinations at various levels of education of Scheduled Caste students with their rural and urban backgrounds.

**Table 4.12**  
**Showing the mean performance levels of scheduled caste candidates at various examinations in relation to their rural and urban background**

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>	<i>t-value</i>
SSC examinations	M=39.33	44.00	40.16	2.37*
	SD=12.00	15.29	12.75	
	N=314	68	382	
Intermediate examinations	M=27.84	24.21	27.15	2.42*
	SD=11.42	11.76	11.55	
	N=317	74	391	
1st degree examinations	M=34.03	37.85	35.06	3.08**
	SD=6.84	9.25	7.74	
	N=180	67	247	
2nd degree examinations	M=54.10	53.87	54.06	0.23
	SD=4.29	3.44	4.12	
	N=65	15	80	
Medical examinations	M=53.66	54.74	54.08	1.38
	SD=3.09	2.33	2.83	
	N=29	19	48	
Engineering examinations	M=62.77	56.00	61.07	2.83**
	SD=10.44	4.57	9.74	
	N=30	10	40	

\*Significant at 0.05 level

\*\*Significant at 0.01 level

From the table 4.12 it is observed that the mean performance of rural students (N=134) at SSC level was 39.33, whereas the mean of urban students at the same level

was 44.00 which is higher than that of rural students. The standard deviation of rural students is 12.00 whereas that of the urban Scheduled Caste students it was 15.29.

The t-value 2.37 indicating the difference in the performance levels of both rural and urban students was found to be significant at 0.05 levels. Thus the performance of urban students at SSC level higher than that of the rural Scheduled Caste students.

In the Intermediate examination the mean performance of rural students (N=317) was 27.84, whereas the mean performance of urban students was 24.21 which is lesser than that of rural students. The standard deviations for both rural and urban areas were 11.42 and 11.76 respectively. The t-value (2.37) indicating the differences in the performance levels of both rural and urban students was found to be significant at 0.01 level. Thus the performance of rural student is found to be higher than that of urban students in Intermediate examinations.

In the case of 1st degree course examinations, the mean performance of rural students (N=180) was 34.03, whereas the mean of urban students (N=67) was 37.85 which is higher than that of rural students. The standard deviations for the same groups were 6.84 and 9.25 respectively. The t-value (3.08) indicating the differences in the performance levels of rural and urban students was found to be statistically significant at 0.05 level. Thus the performance of urban students was superior to the performance of rural students in 1st degree examinations.

In the case of 2nd degree examinations (P.G.) the mean performance of rural students (65) was 54.10, whereas the mean performance of urban students (15) 53.87 which is lower than that of rural students. The standard deviations of the same groups were 4.29 and 3.44 respectively.

The t-value (0.23) indicating the difference in the performance levels of both rural and urban students was not



found to be statistically significant though the rural students have a slightly higher level of performance than their counterparts.

In the case of medical examinations the mean performance of rural students ( $N=29$ ) was 53.66, whereas the mean performance of urban students was 54.74 which is higher than that of rural students. The standard deviations for both groups were 3.09 and 2.33 respectively.

The value indicating the difference in the performance levels of rural and urban students was not found to be statistically significant.

In the case of Engineering courses, the mean performance of rural students ( $N=30$ ) was 62.77 whereas the mean performance of urban students ( $N=10$ ) was 56.00. The standard deviations for both the groups are 10.44 and 4.57.

The  $t$ -value 2.83 indicating the difference in performance of rural and urban students was found to be statistically significant at 0.01 level. Thus the rural Engineering students had higher performance levels when compared to urban Engineering students.

#### **4.10.0 Socio-Economic Status Levels of Scheduled Caste Students at Various Levels of Education**

The following hypothesis is formulated in this regard:

##### *Hypothesis X*

There is a positive correlation between the socio-economic status levels of Scheduled Caste students and the educational levels reached by them.

It has been hypothesised that the relatively richer sections among Scheduled Castes reach higher levels of education when compared to poorer sections among them.

The results pertaining to this hypothesis are presented in the table 4.13.

Table 4.13

Showing the socio-economic status levels of the scheduled caste students studying at various levels of education

<i>Sl No.</i>	<i>Level of education</i>	<i>Socio-economic status levels</i>	<i>F-Ratio</i>
1	SSC	M=2.88 SD=1.78 N=382	
2	Intermediate	M=3.86 SD=3.52 N=391	
3	1st degree	M=4.38 SD=5.89 N=247	
4	2nd degree	M=6.58 SD=6.31 N=80	27.3847*
5	Medical	M=8.23 SD=6.74 N=48	
6	Engineering	M=8.43 SD=6.74 N=40	
<b>Total</b>		<b>M=4.17</b> <b>SD=4.65</b> <b>N=1188</b>	

\*Significant at 0.01 level.

The table 4.13 provides the mean socio-economic status levels of students studying at various levels of education. It is found that the mean socio-economic status levels of Scheduled Caste students who had appeared at SSC, Intermediate, 1st degree, 2nd degree, Medical and Engineering examinations were 2.88, 3.86, 4.38, 6.58, 8.23 and 8.43 respectively, the total mean being 4.17. The standard deviations for the same

students were 1 78 3 52 5 89 6 31 6 74 and 8 93 respectively. The total was 4 65. And the total number of Scheduled Caste students who had appeared at various examinations was 1188.

It is seen that as the education advances, the mean levels of socio-economic status of the students also advance. There is a gradual increase in the socio-economic status levels of students.

The F-ratio (27.384) indicating the differences in the mean socio-economic status levels of students at various levels of education was found to be statistically significant at 0 01 level. Thus, it is concluded that there is a positive correlation between socio-economic status levels of students and the educational levels of students reached.

The hypothesis formulated to the effect that there will be a positive correlation between the socio-economic status levels of Scheduled Caste students and the educational levels reached is not rejected.

#### **4.11.0 Socio-Economic Status Levels of Scheduled Caste Students and Their Performances**

The following hypothesis is formulated in this regard:

##### *Hypothesis XI*

There is a positive correlation between the socio-economic status levels of Scheduled Caste students and their levels of academic performance.

It has been hypothesised that there is a positive correlations between the socio-economic status levels of Scheduled Caste students and their levels of academic performance.

The results pertaining to this hypothesis are presented in the table 4.14.

Table 4.14

Showing the performance levels of scheduled caste students in relation to their socio-economic status levels

Students	Fail	Third class	Second class	First class	Distinction	Total	F-ratio
	M=3.67	4.49	6.13	4.45	5.00	4.16	
Scheduled Caste students	SD=3.86	5.36	6.45	5.50	3.85	4.65	
	N=853	93	190	44	8	1188	11.5887*
	(71.8%)	(7.8%)	(15.9%)	(3.7%)	(0.67%)	(100%)	

\*Significant at P 0.01 level

The table 4.14 indicates the performance levels of Scheduled Caste students at various levels of education in relation to their socio-economic status levels. It is clear from the table that mean socio-economic status levels of Scheduled Caste students of fail, third class, second class, first class and distinction categories were 3.67, 4.49, 6.13, 4.45 and 5.00 respectively. The standard deviations of the students were 3.86, 5.35, 6.45, 5.50 and 3.85 respectively. Out of 1188 candidates of the samples of students, 853 students had failed which comes to 71.8%, 93 students passed securing third class, which comes to 7.8%, 190 students had secured second class, which comes to 15.9%, 44 students had secured first class which comes to 3.7%, 8 students had secured distinctions signifying 0.67%.

The F-ratio (11.5887) signifying the differences in the socio-economic status of the candidates attaining different levels of performance are found to be statistically significant.

It can be observed from the table 4.14 that the socio-economic status of students who had passed securing third division higher than that of the students who had failed. The socio-economic status of students who had obtained second division had a higher socio-economic status level (6.13) than the students who had obtained third division. But the socio-economic status levels of the students securing first division and distinction were lower (4.45 and 5.0). It means that the

students who secure first division and distinction do not necessarily hail from very rich sections, though their socio-economic status levels are slightly higher.

Thus the hypothesis of positive relationship between socio-economic status levels of students and their quality of performance is partly rejected.

#### 4.12.0 Performance of Scheduled Caste Students in Public and Private Schools

The following hypothesis is formulated in this regard:

##### *Hypothesis XII*

Scheduled Caste students studying in private schools perform better than the Scheduled Caste students studying in Government and Zilla Parishad Schools.

It has been hypothesised that Scheduled Caste students studying in private schools perform better than the Scheduled Caste students studying in Government and Zilla Parishad schools.

The results pertaining to this hypothesis are presented in the following table.

**Table 4.15**  
**Showing percentage of marks scored by sample**  
**studying in different types of institutions in SSC**  
**Examinations**

<i>Institutions</i>	<i>SSC examination</i>	<i>F-ratio</i>
Government School	M=39.26 SD=10.28 N=102	7.8547*
Zilla Parishad	M=38.3 SD=12.26 N=181	
Private aided	M=45.14 SD=14.78 N=95	
Private unaided	M=28.00 SD=3.36 N=4 (Total No. 382)	

Significant at 0.01 level.

The table 4.15 indicates that the performance of Scheduled Caste students in private schools is better than the performance of Scheduled Caste students studying in Government and Zilla Parishad schools. It can be observed the mean performance of students in Government, Zilla Parishad, Private aided institutions are 39.26, 38.33 and 45.14 respectively. The standard deviation for all the institutions are: 10.28, 12.26 and 14.78 respectively. The total number of SSC students who had appeared at the examinations in all the institutions is 378. Since the strength of students attending the private unaided schools was very meagre (i.e. 4) it has not been included in the discussion. It is observed that the mean performance of students in private institutions was 45.14 which is the highest when compared to the performance i.e. in government (38.26) and zilla parishad (38.33) schools.

The F-ratio (7.8547) indicating the difference in the performance levels of students in different institutions was found to be significant at 0.01 level. Thus it is evident that the mean performance of Scheduled Caste students who appeared at SSC examinations from private aided institutions is far superior to that of the students from government and zilla parishad institutions.

#### **4.13.0 Performance of Scheduled Caste Students at Various Levels of Education**

The following hypothesis is formulated in this regard:

##### ***Hypothesis XIII***

Scheduled Caste students better their performance levels as they move up the educational ladder

It has been hypothesised that the Scheduled Caste students improve their performance levels as they escalate to higher levels of education.

The results pertaining to this hypothesis are presented in the table 4.16.

**Table 4.16**

**Showing the percentage of marks scored by scheduled caste students at different levels of education**

<i>Students</i>	<i>SSC</i>	<i>Inter</i>	<i>1st deg- ree</i>	<i>2nd deg- ree</i>	<i>Medi- cal</i>	<i>Engi- nee- ring</i>	<i>Total</i>	<i>Ratio</i>
Scheduled Caste students	M=40.16 SD=12.75 N=382	27.15 11.56 391	35.07 7.74 247	54.06 4.12 80	54.08 2.83 48	61.07 9.74 40	37.02 14.14 1188	F=181.6921*

\*Significant at 0.01 level.

Table 4.16 indicates that the Scheduled Caste students better their performance levels when they move towards higher levels of education. This can be observed from SSC examination to engineering education of Scheduled Caste students.

The mean performance of total students who had appeared at SSC, Intermediate, 1st degree, 2nd degree, medical and engineering examinations are: 40.16, 27.15, 35.07, 54.06, 54.08 and 61.07 respectively. The means of all the students are 37.02. The standard deviations are 12.75, 11.56, 7.74, 4.12, 2.83 and 9.74 respectively. The total number of all the students who had appeared at various examinations is 1188.

Generally one finds a bettering of performance of Scheduled Caste students as they move to higher ranges of the educational ladder. The only exception was that at SSC level where the average score was slightly higher than at intermediate level. Otherwise the trend is obvious which records higher percentages as the Scheduled Caste students move up the educational ladder. The fact that there is a decline in the performance soon after matriculation is a symptom of adjustment problem perceived by the students as they face a new situation at the college level. But afterwards there is steady progress in the academic performance of students.

The F-ratio (181.6921) indicating the differences, in the performance levels of Scheduled Caste students when they move towards higher education was found to statistically significant at 0.01 level.

Thus the hypothesis constructed in this regard to the effect that Scheduled Caste students better their performance as they move up the educational ladder is not rejected.





## *Chapter 5*

# *Discussion of the Results*

### **5.0.0 Introduction**

In the preceding chapter the results have been furnished hypothesis-wise. In the present chapter, the discussion of the results is presented hypothesis-wise. The results obtained are compared with the results obtained by the previous researchers, which have already been presented under caption review of previous researches. The congruity and incongruity between such results, if any, would be highlighted, giving the necessary explanation, wherever it is required.

### **5.1.0 Sub-Caste Categories and Performance**

It has been hypothesised that there will be differences in the performance levels of Scheduled Caste students hailing from different sub-caste backgrounds. The results as presented in the abstract given below do not reject the hypothesis.

Table 5 1

Showing the mean performance levels of scheduled caste sub-caste categories along with standard deviation and strength of the sample

<i>S No.</i>	<i>Caste</i>	<i>Mean achievement number</i>	<i>S.D.</i>	<i>f-ratio</i>
1	Mala	37.32 (N=704)	14.36	8.43 *
2	Madiga	35.91 (N=465)	13.57	
3	Adi-Andhra	50.32 (N=20)	11.85	
4	Mahar	57.00 (N=2)	5.65	

\*Significant at 0.01 level

The difference in the performance of the Scheduled Caste sub-castes have been found to be statistically significant. Thus it gets established that the sub-caste categories are different and do not reflect the same level of standards. In fact out of 59 sub-caste categories among the Scheduled Caste categories that have been listed (See Appendix-A) only four sub-castes including Mala, Madiga, Adi-Andhra and Mahar are represented. The rest of 55 sub-caste categories are so backward that the candidates from such categories have not even reached the level of appearing at the SSC examination. Even among the sub-caste categories that are represented, there is no uniformity in the performance levels. The Adi-Andhras (N=20) have excelled the other sub-caste groups, while the Malas (N=704) and Madigas (465) have the performance levels of 37.32 and 35.91 respectively. Mahar with a strength of 2, do not merit the attention.

Thus it gets established that significant differences exists in the performance of sub-caste categories.

A perusal of the review of the research presented (2 1) supports the findings of the present research.

Venkateswarlu (1988) in his study found that out of 247 seats in post-graduate courses in Kakatiya University over a period of 5 years, only Mala community with less population than that of Madiga community alone availed the maximum percentage of reservations (50.16%), while the Madiga community had availed 44.22%. The other sub-caste categories shared the following percentage of seats in Kakatiya University during the year 1981-86.

1. Adi-Andhra 1.2%
2. Budaga Jangam 1.2%

It is also noticed that the Adi-Andhra community performed comparatively better than other sub-caste students in the entrance examination.

Venkateshwara Rao (1986) conducted another study in Kakatiya Medical College during the year 1980-85 on the reservation facilities availed by MBBS students at the entry level of admissions. The results are as follows:

Sl. No.	Sub-caste of Scheduled Caste	% of reservation availed
1.	Mala	56.5
2.	Madiga	33.2
3.	Mala Jangam	2.9
4.	Adi-Andhra	1.45

It is clear from the statistics that Mala and Madigas alone enjoyed more reservation facility.

Venkateshwara Rao (1986) who conducted a study on the availment of reservation facilities in the college admissions (B. Tech.) courses during the year 1982-86, found that the following sub-castes of Scheduled Caste had utilised reservation facility as follows:

<i>Sl No</i>	<i>Sub caste of Scheduled Caste</i>	<i>% of reservation used during course of study</i>
1	Mala	40.7
2	Adi-Andhra	20.1
3	Madiga	16.5
4	Mochi-Chamar	9.1
5	Mahar	5.5
6	Adi-Dravida	3.3

The total number of B. Tech. seats availed at Regional Engineering College, Warangal by Scheduled Caste students during 1985-86 was 9%. Only Malas availed the maximum percentage of seats compared to other sub-caste. Adi-Andhra Community occupies the second position, Madiga community occupies the third position while the rest of the communities like Blindla, Dekkala, Dombara, Ellamalawar, Mithal Ayyalwar were not found in the admission list of Regional College of Engineering during the years 1982-86.

The findings of the present research totally agreed with that of Venkateshwarlu. Thus it can be concluded that the performance of the sub-castes which constitute the Scheduled Caste group is not uniform. The sub-groups display differences may be reflecting differences in their socio-cultural backgrounds.

### **5.2.0 Composition of Scheduled Caste Boys and Girls**

Our society is a male dominated society where female education does not get the importance on par with male education. In the backward sections, where even males do not get any education traditionally, females become doubly unfortunate. Among the Harijans education has been introduced in recent times and the Harijans living in urban and semi-urban areas avail of it mostly. But even among the Harijans the emphasis could be on education of boys. Even if some girls are sent to the school, they may be withdrawn earlier than boys. So it was thought appropriate find out the reality about such a hunch

The hypothesis was formulated to the effect that boys outnumber the girls as they move up the educational ladder.

An abstract of the table (4.2.0) is presented in the table 5.2

**Table 5.2**

**Showing the sex background of the sample who had appeared at examinations at various levels of education**

<i>Sex</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medical</i>	<i>Enginee- ring</i>	<i>Total</i>
Boys	332 (87%)	356 (91%)	221 (90%)	80 (100%)	46 (96%)	40 (100%)	1075 (90%)
Girls	50 (13%)	35 (9%)	26 (10%)	0	2 (4%)	0	113 (10%)

The table (5.2) reveals that the composition of girls at SSC level was 13% which decreased progressively as they moved up the educational ladder.

The review of research does not provide any information in this regard.

Thus it can be concluded that while girls are discriminated against in getting education all over the world, the discrimination intensifies further in a highly stratified society like India where the basis for stratification is caste. Thus we find that the girls in the Scheduled Caste communities in India are the most disadvantaged groups in India.

### **5.3.0 Socio-Economic Status Levels of Scheduled Caste Boys and Girls**

Scheduled Castes form the lowest stratum of the Indian society. Within any particular social stratum, as it has been observed in the preceding discussion, the female education gets neglected, but if at all girls attend educational institutions, what type of girls get educated? What would be their socio-economic status? Would it be the same as that of boys? To find an answer to this poser, the data has been

collected, analysed and presented in the table number an abstract of which is presented in the following table.

**Table 5.3**  
**Showing the socio-economic status background of scheduled caste boys and girls studying at various levels of education**

Sex	SSC	Inter	1st degree	2nd degree	Medical	Engin- eering	Total
Boys	M=2.85 SD=1.81 (N=332)	M=3.87 SD=3.32 (N=356)	M=3.88 SD=5.29 (N=221)	M=6.58 SD=6.31 N=80)	M=8.35 SD=6.85 (N=46)	M=8.43 SD=8.92 (N=No)	M=4.12 SD=4.54 (N=1075)
Girls	M=3.10 SD=1.63 (N=50)	M=3.83 SD=5.22 (N=35)	M=8.65 SD=8.60 (N=26)	M=— SD=— (N=0)	M=5.50 SD=2.12 (N=2)	M=— SD=— (N=2)	M=4.65 SD=5.57 (N=113)
Total	M=2.88 SD=1.79 (N=382)	M=3.86 SD=3.52 (N=391)	M=4.38 SD=5.89 (N=247)	M=6.58 SD=6.31 (N=80)	M=8.23 SD=6.74 (N=48)	M=8.43 SD=8.92 (N=40)	M=4.17 SD=4.65 (N=1188)

t 1 1508 not significant.

It may be noted from the table 5.3 that the Scheduled Caste boys formed a good chunk throughout the educational ladder. The Scheduled Caste girls are fewer in number. Barring two girls at the medical college, no Scheduled Caste girl was found in the sample beyond first degree. In the second degree and in Engineering, there was not even a single Scheduled Caste girl. The girls at SSC, Intermediate and first degree numbered 50, 35 and 26 respectively.

While the mean socio-economic status level of boys at SSC level was 2.85, the same for girls was 3.10, while the mean socio-economic status of boys at Intermediate level was 3.87 the same for girls was 3.83. At the first degree level, while the socio-economic status of the boys was 3.88, the same for girls was 8.65. However, the overall differences in the levels of socio-economic status were not found to be significant. It means that socio-economic status levels of Scheduled Caste boys and girls were not much different.

The review of related literature presented too does not throw any light on the relative socio-economic status levels of Scheduled Caste boys and girls.

Thus it can be concluded that the socio-economic status levels of Scheduled Caste boys and girls do not differ significantly. The reasons could be that the financial responsibility of educating Scheduled Caste boys and girls generally is not that of parents. From the early childhood, the Scheduled Caste boys and girls get admitted into social welfare hostels which are free and so the educational levels of Scheduled Caste boys and girls do not seem to have any relationship with their socio-economic status background. However, one finds a slight difference, in the socio-economic status levels, though not statistically significant one, between Scheduled Caste girls and boys, the girls having a slight edge over the boys. This much of difference appears to be necessary for motivating the parents to send their female children to schools.

#### 5.4.0 Performance of Scheduled Caste Boys and Girls

It has been hypothesised that male Scheduled Caste students perform better than the female Scheduled Caste students. The results relating to this hypothesis have already been presented in the following table 4.5 an abstract of the same is presented in the table 5.4.

**Table 5.4**  
**Showing performance of scheduled caste boys and girls at SSC, Inter and 1st degree level along with t-values**

<i>Sex</i>	<i>SSC</i>	<i>Intermediate</i>	<i>Degree</i>
Boys	M=40.70	27.10	34.72
	SD=12.82	11.46	7.31
	(N=332)	(N=356)	(N=221)
	t=1.19	t=0.24	t=1.54
Girls	M=38.55	27.63	37.95
	SD=11.74	12.63	10.40
	(N=50)	(N=35)	(N=26)



It can be seen from the abstract that while the boys at the SSC level had a performance level of 40.70 the girls had a performance level of 38.55. At the intermediate level, while the boys scored 27.10, the girls had scored 27.63. At the degree level, while the boys had a mean score of 34.72, the girls had mean score of 37.96.

The t-values 1.19, 0.24 and 1.54 (table 5.5) do not show any statistically significant difference between the performance means of boys and girls at SSC, Intermediate, or 1st degree level. It means that the performance levels of boys and girls are almost at the same level.

The review of related literature does not give any indication. It has not yielded any specific thrust indicating a consistent superiority of either boys or girls. Sometimes boys have performed better than girls and sometimes girls have performed better than boys while in certain other studies, no specific relationship was found between sex and performance.

The present study too does not yield any specific thrust. Thus the performances of boys and girls are not found to vary significantly.

It may be interesting to observe that even the socio-economic status levels of boys and girls did not vary. The kind of milieu in which, the Scheduled Caste boys and girls are brought up and educated do not seem to differ significantly and so the difference are not found to be significant.

### **5.5.0 Educational Levels Reached by Scheduled Caste Sub-Castes**

Since the sub-castes constituting Scheduled Castes cannot be conceived to be equal in socio-economic status and the educational levels reached by them may not be uniform. To find out which particular sub-castes, which were never exposed to education earlier are taking advantage of the new educational facilities offered by the government, a hypothesis has been formulated to the effect that the educational levels reached by students of different Scheduled Caste sub-castes are not uniform.

The relevant data collected and presented in the Table (4.6) is presented in the shape of an abstract in the following table 5.5.

Table 5.5

Showing the educational level of the caste groups along with percentages of composition

Sub-Caste	SSC	Inter	1st degree	2nd degree	Medical	Enginee-ring	Total
Mala	234 61.25%	236 60.35%	124 50.20%	48 60.0%	33 68.75%	26 65.0%	701 59.0%
Madiga	147 38.48%	151 36.8%	123 49.79%	23 28.75%	9 18.75%	12 30.0%	465 39.14%
Adi-	1	4	0	9	4	3	20
Andhra	0.26%	1.02%	0.00%	11.25%	8.33%	5.0%	1.68%
Mahar	0	0	0	0	2 4.16%	0	2 0.16%
<b>Total</b>	<b>382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

The table reveals that while many of the Scheduled Caste sub-castes do not reach the stage of higher education; one or two castes, namely Mala and Madigas are predominant in having a lion's share of the facilities availed at SSC and post SSC stage.

The results of the investigation by Venkateswarlu (1988) totally support the result of the present investigation. Venkateswarlu has concluded that out of 247 seats meant for Scheduled Caste categories in Kakatiya University, 234 seats were availed by the candidates from Mala and Madiga communities. Mala community alone had a bigger share, though numerically the Malas are a smaller community.

Thus it gets established that educational levels reached by Scheduled Caste sub-caste categories are not uniform. Vast differences exist between these categories. While majority of the sub-castes do not reach even the level of SSC, Mala predominate at all stages. While Madigas, who are numerically a larger group, get only the second position.

### 5.6.0 Rural and Urban Background of Mala and Madiga Sub-Castes

Since Mala and Madiga communities alone have a lion's share in the educational cake, the rural and urban background of Mala and Madiga candidates was sought to be found out. It was hypothesised that while students from Madiga sub-caste categories hail predominantly from rural background, Malas hail predominantly from urban background.

An abstract of the table (4.7) wherein the data pertaining to this hypothesis was presented in the following table 5.6.

**Table 5.6**  
**Showing the rural and urban background of caste categories of the sample along with percentages**

<i>Caste</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
Mala	540 (77%)	161 (22.96%)	701 (100%)
Madiga	379 (81.5%)	86 (18.49%)	465 (100%)
Adi- Andhra	15 (75%)	5 (25%)	20 (100%)
Mahar	1 (50%)	1 (50%)	2 (100%)
<b>Total</b>	<b>935</b> <b>(78%)</b>	<b>253</b> <b>(22%)</b>	<b>1188</b> <b>(100%)</b>

The table reveals that while more Malas and Madigas hail predominantly from rural areas, the Malas have got relatively more urban bias. This could be one of the reasons for a greater representation of Malas in the educational institutions.

Venkateshwarlu's (1988) sample has revealed a 60% composition of Mala and Madigas with rural background. The present research which covers a larger area of population too underlines the rural bias of both Mala and Madigas communities, but still it underscores an accentuated rural

bias in the case of Madigas.

Thus it can be concluded that while Mala and Madigas are predominantly rural in background the predominance of Madigas from the rural areas gets accentuated.

### 5.7.0 Rural and Urban Composition of Scheduled Caste Students at Various Levels of Education

While in the section 4.6.0 in the rural and urban background of Scheduled Caste students alone was sought to be found out, in the present section the rural and urban composition of Scheduled Caste students at various levels of education is discussed.

It has been hypothesised that the ratio of rural Scheduled Caste students decreases more sharply when compared to urban Scheduled Caste students as they move up the educational ladder.

An abstract of the table 4.8.0 is as follows:

**Table 5.7**  
**Shows the educational level of the sample, community background wise along with percentage of their composition**

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
SSC	314 33.58%	68 26.87%	382
Intermediate	317 33.90%	74 29.24%	391
1st degree	180 19.25%	67 26.48%	247
2nd degree	65 6.95%	15 5.92%	80
Medical	29 3.10%	19 7.50%	48
Engineering	30 3.20%	10 3.95%	40
<b>Total</b>	<b>935</b> (100%)	<b>253</b> (100%)	<b>1188</b> (100%)

It has been concluded that as rural and urban students move up the educational ladder their number decreases, but the tapering off is sharper in the case of rural students.

Barring Venkateshwarlu's (1988) investigation evidence available does not throw much light on the rural and urban background of Scheduled Caste students at various levels of education. Even Venkateshwarlu's research is confined to a smaller area, wherein the predominance of rural bias of Scheduled Castes alone is highlighted. In the absence of much evidence, with regard to rural and urban bias of Scheduled Caste at various levels of education, the findings of this present investigation alone merit attention. Thus it can be asserted that the ratio of rural Scheduled Caste students decreases more sharply, when compared to urban Scheduled Caste students as they move up the educational ladder.

#### **5.8.0 Socio-Economic Status Levels of Rural and Urban Scheduled Caste Students**

The socio-economic status levels of urban children can be conceived to be superior to that of rural children. The same could be true in the case of Scheduled Caste students. To verify the hunch a hypothesis has been formulated to the effect that socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic status levels of rural Scheduled Caste students. The results obtained in this regard and which were presented in the table 4.9 are presented in the form of an abstract which is as follows:

The results establish that the socio-economic status levels of Scheduled Caste urban students are higher than that of rural students.

A study by Lakshmi Prasanna (1990) has revealed that socio-economic status levels of urban students are higher than the socio-economic status levels of rural students.

The researches undertaken so far have revealed a general higher socio-economic status of urban students when compared to rural students. In the case of the present research it gets established that even in the case of Scheduled

Caste students the same relationship holds good i.e. the socio economic status levels of urban Scheduled Caste students are significantly superior to that of rural Scheduled Caste boys. This may be because of ample opportunities of earning more money in urban areas than in rural areas.

**Table 5.8**  
**Showing the socio-economic status levels of rural and urban scheduled caste students along with means and standard deviations**

<i>Community background</i>	<i>Socio-economic status</i>	<i>T-value</i>
Rural	M=3.8663	3.36*
	SD=4.0307	
	N=935	
Urban	M=5.2806	
	SD=6.3192	
	N=253	
Total	M=4.1175	
	SD=4.6473	
	N=1188	

\*Significant at 0.01 level.

### **5.9.0 Performance of Rural and Urban Scheduled Caste Students**

The performance is a function of a number of factors including school background. The school background may not be identical in rural and urban areas. Within an urban centre, there could be a variety of schools reflecting different levels of quality. The urban Scheduled Caste students with relatively low Scheduled Caste status when compared to forward castes etc. may not join quality schools. So it is difficult to say if the community background plays a role in influencing the performance of the students. To test this hunch, a hypothesis has been formulated to the effect that the performance of urban Scheduled Caste students will be superior to the performance of rural Scheduled Caste students. The relevant

data which was presented in the table (4.11) and (4.12) is presented in the following tables in an abstract form.

**Table 5.9**

**Showing the mean socio-economic status levels of scheduled caste boys and girls hailing from rural and urban areas along with standard deviation and strength**

<i>Sex</i>	<i>Rural</i>	<i>Urban</i>	<i>t-ratio</i>
Boys	M=3.81	5.31	3.31*
	SD=3.91	6.34	
	N=860	215	
Girls	M=4.41	5.11	0.60
	SD=2.51	6.25	
	N=75	38	

\*Significant at 0.01 level.

**Table 5.10**

**Showing the mean performance levels of scheduled caste candidates in relation to their rural and urban backgrounds**

<i>Community background</i>		<i>T-value</i>
Rural	M=36.64 SD=13.73 (N=935)	1.69
Urban	M=38.45 SD=15.56 (N=253)	
Total	M=37.02 SD=14.14 (N=1188)	

**Table 5.11**  
**Showing the mean performance levels of scheduled caste candidates at various examinations in relation to their rural and urban background**

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>	<i>T-value</i>
SSC examinations	M=39.33 SD=12.00 (N=314)	44.00 15.29 (N=68)	40.16 12.75 (N=382)	2.37*
Intermediate examinations	M=27.84 SD=11.42 (N=317)	24.21 11.76 (N=74)	27.15 11.55 (N=391)	2.42*
1st degree examinations	M=34.03 SD=6.84 (N=180)	37.85 9.25 (N=67)	35.06 7.74 (N=247)	3.08**
2nd degree examinations	M=54.10 SD=4.29 (N=65)	53.87 3.44 (N=15)	54.06 4.12 (N=80)	0.23
Medical examinations	M=53.66 SD=3.09 (N=29)	54.74 2.33 (N=19)	54.08 2.83 (N=48)	1.38
Engineering examinations	M=62.77 SD=10.44 (N=30)	56.00 4.57 (N=10)	61.07 9.74 (N=40)	2.83**

\*Significant at 0.05 level

\*\*Significant at 0.01 level

The results reveal that the differences in the performance levels of Scheduled Caste rural and urban students are not significant when the information is taken as a whole. However, the difference at the specific levels like SSC and Intermediate levels are found to be significant at 0.01 level.

In the first degree and Engineering examinations the difference is statistically significant at 0.01 level, and in the Medical faculty, the differences were not found to be significant.

The review of research literature does not yield a categorical thrust. Sometimes rural students excel the



urbans, and sometimes the urban students excel the rurals. However, in the large majority of cases, the urban students appear to excel the rural students.

The research review does not throw much light on the performance of rural and urban Scheduled Caste students.

The present research does not indicate significant difference in the performance levels of Scheduled Caste rural and urban students. But at certain stages of education, the differences are found to be statistically significant i.e. at SSC level the urban students perform significantly (0.05) well while the rural students perform better at Intermediate level (0.05 level). While the urban students perform better at the 1st degree level (0.01 level) the rural students have significantly superior performance (0.01 level) in engineering programme. Thus there is no significant one sided thrust indicating the superiority of the performance of Scheduled Caste students on the basis of rural/urban background.

Whether the students are from the rural areas or urban areas, majority of the Scheduled Caste students stay in the social welfare or university hostels. So the community background does not seem to be of any great relevance.

#### **5.10.0 Socio-Economic Status Levels of Scheduled Caste Students at Various Levels of Education**

It is generally observed that the Scheduled Caste students with high socio-economic status levels go up to higher levels of education including professional education. Generally very poor people fail to send their children to the school and even if some such poor children join the school, they drop-out because of economic difficulties and because of lack of proper home environment. The students from lower middle classes get stagnated and dropped out. It is only the candidates with high socio-economic status, who sustain in the educational system and reach higher levels of education.

But in the case of Scheduled Caste students who normally are poor, but because of so many facilities offered to them by the government in the shape of freeships, scholarships, free-

boarding facilities and some seats based on reservations, a number of Scheduled Caste students reach higher stages of education. But it is not known, if within Scheduled Caste categories it is high socio-economic status that prompts the Scheduled Caste candidates to pursue higher education. So the hypothesis was constructed to the effect that there is a positive correlation between the socio-economic status levels of Scheduled Caste students and educational levels reached by them.

The data pertaining to hypothesis which was already presented in the table 4.13 is presented in the following table.

**Table 5.12**  
**Showing the socio-economic status levels of the**  
**scheduled caste students studying at various levels of**  
**education**

<i>Sl. No.</i>	<i>Level of education</i>	<i>Socio-economic status levels</i>	<i>F-Ratio</i>
1.	SSC	M=2.88 SD=1.78 (N=382)	27.3847*
2.	Intermediate	M=3.86 SD=3.52 (N=391)	
3.	1st degree	M=4.38 SD=5.89 (N=247)	
4.	2nd degree	M=6.58 SD=6.31 (N=80)	
5.	Medical	M=8.23 SD=6.74 (N=48)	
6.	Engineering	M=8.43 SD=6.74 (N=40)	
<b>Total</b>		<b>M=4.17</b> <b>SD=4.65</b> <b>(N=1188)</b>	

\*Significant at 0.01 level.

On the basis of the results it can be concluded that there is a positive correlation between socio-economic status levels of Scheduled Caste students and the educational levels reached.

The review of research literature does not throw any light on this dimension. Thus the present research appears to be a pioneering work in this regard, which gets very interesting results to the effect that inspite of various social welfare measures offered by the government, the fact remains that the very poor Scheduled Caste students fail to reach the higher levels of education and that it is relatively richer among them who succeed in reaching higher levels of education.

#### **5.11.0 Socio-Economic Status Levels of Scheduled Caste Students and Their Performance**

To find out the relationship between the socio-economic status levels of students and their performance, has been the persistent research effort in the history of educational research. Thousands of studies all over the world have been undertaken to find out the relationship between socio-economic status levels and performance.

The implication of better socio-economic status are better educational levels of parents and other members of the family, better environment for study, better schooling and many more. The studies with high socio-economic status taking advantage of all such implications tend to perform better.

But in the case of Scheduled Castes and Scheduled Tribes and other backward sections, the poor among whom would not be able to get an exposure even to primary education in view of their low economic status, would get higher education availing facilities offered by the government under various welfare measures. Thus Scheduled Caste students generally stay away from their families and reside in hostels meant for them. In such a situation, does the socio-economic status of

the family has got anything to do with their performance, it is a question needing research attention.

To find an answer to this question a hypothesis of positive correlation between socio-economic status and performance of Scheduled Caste students was formulated. The relevant information as presented in the table (4.14) is presented again in the following table.

**Table 5.13**

**Showing the performance levels of scheduled caste students in relation to their socio-economic status levels**

<i>Students</i>	<i>Fail</i>	<i>Third class</i>	<i>Second class</i>	<i>First class</i>	<i>Distinction</i>	<i>Total</i>	<i>F-ratio</i>
	M=3.67	4.49	6.13	4.45	5.00	4.16	
Scheduled	SD=3.86	5.36	6.45	5.50	3.85	4.65	
Caste	N=853	93	190	44	8	1188	11.5887*
students	(71.8%)	(7.8%)	(15.9%)	(3.7%)	(0.67%)	(100%)	

\*Significant at P 0.01 level

Basing on the data, it has already been concluded that there is a significant relationship, though partial, between socio-economic status of Scheduled Caste students and their performances.

The review of research presented in the second chapter does not throw any light on this dimension. So it is concluded that inspite of the fact the government offers so many facilities by way of welfare measures to Scheduled Caste students, their performance largely depends upon their socio-economic status. May be, the environment created in the welfare hostels fails to offset the influence exerted by their families. If at all the hostels are to play a positive academic role strengthening of the academic environment is imperative.

### **5.12.0 Performance of Scheduled Caste Students in Private and Public Schools**

The school management seems to be one of the factors which determines the performance of the students. It has

been observed throughout the world that the schools run by government (i.e. public schools) do not produce good results when compared to aided and unaided institutions. It was thought advisable to compare the performance of Scheduled Caste students studying in public (i.e., Zilla Parishad and Government) Schools and Private aided and Unaided Schools.

It was hypothesised that the Scheduled Caste students studying in private schools perform better than Scheduled Caste students studying in Zilla Parishad and Government Schools. The relevant data furnished in the table 4.15 is refurnished in the following table.

**Table 5.14**  
**Showing percentage of marks scored by sample studying in different types of institutions in SSC Exams**

<i>Institutions</i>	<i>SSC examination</i>	<i>F-ratio</i>
Government School	M=39.26 SD=10.28 (N=102)	F=7.8547*
Zilla Parishad	M=38.33 SD=12.26 (N=181)	
Private aided	M=45.14 SD=14.78 (N=95)	
Private unaided	M=28.00 SD=3.36 (N=4)	
	(Total No. 382)	

\*Significant at 0.01 level.

On the basis of results it has been concluded that the mean performance of Scheduled Caste students who appeared at the SSC examination from private schools was far superior to that of the students from government and zilla parishad schools. It has been a universal phenomena that the private schools because of their high fee structure get students from

richer sections of the society who normally have higher parental educational levels. The management of the private schools too is normally seen to be more rigid than what it is found in the government schools. It is not yet established which particular factor or combination of factors are responsible for such performance. But it is seen that the private schools perform better than government schools.

The results is that even in the case of Scheduled Caste students, they were found to be performing better when they were in private schools. The combination of factors seems to go in favour of private schools in providing better results.

Before it is concluded, it is noted that the unaided private schools had only four Scheduled Caste students in the sample. So, because of meagre number, their performance is not taken into consideration and is not included in the discussion.

### **5.13.0 Performance of Scheduled Caste Students at Various Levels of Education**

Because of the socio-economic status and cultural backwardness, perpetrated by caste history in India, the Scheduled Caste students get educationally unhealthy home background, but as they grow during the process of education they migrate to semi-urban, urban and metropolitan centres away from their debilitating home atmosphere. As they move and stay in hostels particularly in university hostels, they are totally free from home environment and get opportunities of larger interaction. In the process they seem to shed influence of their family environment and come up of their own. In a such situation, there is a possibility for Scheduled Caste students to improve their performance as they move up the educational ladder. To test this hunch a hypothesis has been formulated to the effect that the Scheduled Caste students better their performance levels as they move up the educational ladder.

The results pertaining to this hypothesis were presented in the table 4.16. For the sake of convenience the same are represented in the table 5 15.

Table 5 15

Showing the percentage of marks scored by scheduled caste students at different levels of education

<i>Students</i>	<i>SSC</i>	<i>Inter</i>	<i>1st deg- ree</i>	<i>2nd deg- ree</i>	<i>Medi- cal</i>	<i>Engi- nee- ring</i>	<i>Total</i>	<i>Ratio</i>
Scheduled Caste students	M=40.16 SD=12.75 N=382	27.15 11.56 391	35.07 7.74 247	54.06 4.12 80	54.08 2.83 48	61.07 9.74 40	37.02 14.14 1188	F= 181.6921*

\*Significant at 0.01 level

The results reveal that by and large the Scheduled Caste students better their performance as they move up educational ladder.

There is ample research evidence to support such a conclusion. The studies by Parmaji (1985a, b and c), Parmaji and Bikshapathi (1985), Parmaji and Indira (1985), Parmaji and Kuppanna (1985) and many other studies concluded that as the Scheduled Caste students move up educational ladder, their performance levels improve in all types of institutions including medical and engineering colleges. A group of 29 Scheduled Caste students who were admitted on the basis of reservations have been excelled all other caste groups including forward castes in Osmania Medical College, Hyderabad. Thus it gets conclusively established that the Scheduled Caste students better their performance as they move up the educational ladder.

## *Chapter 6*

# *Summary and Conclusions*

### **6.00 Introduction**

In the preceding two chapters, the results have been furnished and the discussion covering the results too has been presented.

In the present chapter the summary of the entire research report is furnished, conclusions are drawn and suggestions for further research made.

### **6.1.0 Background of the Problem**

Indian society has been stratified on the basis of caste. The Rigveda talks of two varnas first and then divide them into four. The fifth varna was added subsequently in Yagurveda and Brihadaranyaka Upanishad which talk of Chandala and Pulakas as despised race of men. Ambedkar talks of the fifth varna as Broken Men. These are the same people as Aryans but they refused to settle down along with other giving up their nomadic life. But subsequently they did settle down at the outskirts of human settlements.

Whatever might be the reality, one thing stands out clearly. It is that in a caste based hierarchical society the fifth varna takes its lowest position. The fifth varna remains isolated, ostricised, deprived, pauparised and depressed. Sub-human treatment is meted out to it.



It is because of British influence and work done by Phuley, Gandhi, Ambedkar and Lohiya etc., they were getting slightly better treatment and they are presently being accepted by the caste Hindus in some measure.

A number of facilities are being offered to them to get educated. But it is not known if the entire stratum of Scheduled Castes avails of these facilities equally or not.

Do the castes included under the Scheduled Caste category reflected the same levels of development? Enjoy the educational facilities offered in the same measure? Perform at the same level of various levels irrespective of their sub-caste community and sex background?

Answers to such question have not been found in studies undertaken so far. And so the present research has been undertaken.

### **6.1.1 Problem**

"The Academic Achievement of Scheduled Caste Students hailing from various sub-caste categories in relation to their socio-economic status and community background in Telangana Region of Andhra Pradesh".

### **6.1.2 Significance of the Problem**

If the results reveal that there is an element of uniformity in all the sub-castes, the thrust of the government effort should be to upgrade the quality of education of the Scheduled Castes as a whole on par with advanced castes. But if it is found that the sub-castes included in the Scheduled Castes display differences, attention must be concentrated for the educational development of these castes, who are less exposed to education and do not perform well.

### **6.1.3 Statement of the Problem**

Thus the investigation has been undertaken to find out the answer to the following questions:

Is there any difference in the academic performance of Scheduled Caste students in relation to their sub-caste backgrounds?

Is there any difference in the sex ratio of Scheduled Caste students at various levels of education?

Is there any difference in the socio-economic status of male and female Scheduled Caste students?

Is there any difference in the performance of male and female Scheduled Caste students?

What is the composition of Scheduled Caste sub-caste categories at various levels of education?

Is there any difference in the community background of students hailing from various Scheduled Caste sub-castes?

Is there any difference in the community background of Scheduled Caste students studying at various levels of education?

Is there any difference in socio-economic status levels of Scheduled Caste students in relation to their community background?

Is there any difference in the performance of Scheduled Caste students in relation to their community background?

Is there any difference in the socio-economic status levels of families of Scheduled Caste students studying at various levels of education?

Is there any differences in the performances of Scheduled Caste students in relation to their socio-economic status?

Is there any differences in the performance of Scheduled Caste students in relation to the management of the schools in which they study?

Is there any difference in the performance levels of Scheduled Caste students at different levels of education?

## **Objectives of the Study**

The research has been undertaken with the following objectives:

- 1 To find out the academic performance of Scheduled Caste students in relation to their sub-caste backgrounds;
- 2 To find out the sex ratio of Scheduled Caste students at various levels of education;
- 3 To find out the socio-economic status levels of male and female Scheduled Caste students;
- 4 To find out the performance of male and female Scheduled Caste students;
- 5 To find out the sub-caste background of Scheduled Caste students at various levels of education;
- 6 To find out the community background of the students hailing from various Scheduled Caste sub-caste categories;
- 7 To find out the community background of Scheduled Caste students studying at various levels of education;
- 8 To find out the socio-economic status levels of Scheduled Caste students in relation to their community background;
- 9 To find out the performance levels of Scheduled Caste students in relation to their community background;
- 0 To find out the socio-economic status levels of Scheduled Caste students studying at various levels of education;
- 1 To find out the performance levels of Scheduled Caste students in relation to their socio-economic status;
- 2 To find out the performance of Scheduled Caste students in relation to the management of the school in which they are studying; and
- 3 To find out the performance of Scheduled Caste students at different levels of education.

**Hypotheses**

following hypotheses have been constructed in this

There will be differences in the performance levels of Scheduled Caste students hailing from different sub-caste backgrounds;

Boys increasingly out number the girls as the Scheduled Caste students move up the educational ladder;

The socio-economic status levels of Scheduled Caste female students will be higher than the socio-economic status levels of Scheduled Caste male students;

The performance of male Scheduled Caste students will be better than the performance of female Scheduled Caste students;

The educational levels reached by the students of different Scheduled Caste sub-caste categories are not uniform;

While the students from Madiga sub-caste hail predominantly from rural background, Malas hail predominantly from urban background;

The ratio of rural Scheduled Caste students decreases as they move up the educational ladder;

The socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic status levels of rural students;

The performance of urban Scheduled Caste students will be superior to the performance of rural Scheduled Caste students;

There is a positive correlation between the socio-economic status levels of Scheduled Caste students and the educational levels reached by them;

There is a positive correlation between socio-economic levels of Scheduled Caste students and their levels of academic performance;

12. Scheduled Caste students studying in private schools perform better than the Scheduled Caste students studying in government and zilla parishad schools, and
13. Scheduled Caste students better their performance levels as they move up the educational ladder.

#### **6.1.6 Limitations of the Study**

In view of constraints, the sample is selected from four districts of Telangana area. The research covers, the final year students who had appeared at SSC, Intermediate, B.A., B.Com., B.Sc., M.A., M.Com., M.Sc., M.B.B.S. and B.E Examinations during the year 1986-87.

#### **6.1.7 Operational Definitions**

##### *Academic Achievement*

The operational definition of the academic achievement in this research is "the marks secured by the sample of students at various public examinations"

##### *Socio-Economic Status*

In this research socio-economic status means the figures arrived at in respect of each subject, ascertained through the socio-economic status scale of Narayana Rao.

##### *Scheduled Castes*

The erstwhile untouchables were listed by the government in different scheduled to consider them as different category as per the modification order 1956 published as S.R.O. 24-77A dated 29.10.1956 by the Government of India. All such erstwhile untouchable castes which are listed in the said G.O. are defined as Scheduled Castes.

#### **6.2.0 Review of Research**

In order to put the research in proper perspective against the background of researches done so far in the area a

research review is attempted covering caste and performance, sex and performance, socio-economic status and performance, school system and performance.

### **6.2.1 Caste and Performance**

A number researches Lalita Krishna (1961), Chopra (1967), Halbar and Madan (1967), Subramanyam (1971), Sachidananda (1974), Desai and Panda (1974), Parmaji (1981), Indira (1981), Kuppanna (1981), Sammaish (1981), Lalitha Devi (1985) and a host of other studies have shown that the performance levels are related to caste levels, while the higher caste perform well, the lower castes do not perform so well. It has been found that among the Scheduled Caste sub-castes, certain sub-caste including Mala and Adi-Andhra perform relatively well (Venkateshwarlu 1988).

But it has been established by the same studies mentioned earlier (Parmaji et al.) wherein it has been established that the lower sections after getting admission in the prestigious institutions on the basis of caste based reservations, improve their merit and very often beat the higher castes in the final year examinations.

### **6.2.2 Sex and Performance**

The review of research does not yield unidirectional trend regarding sex and performance while some studies, undertaken by Thakur (1972), Beedewat (1976), Jain (1981), Hirunval (1980), Bhirud I.L. (1975), Misra (1967), Basu (1969), Nayar (1971), Boki (1956) have yielded results underlining the superiority of boys over girls certain other studies have found girls being superior to boys. Such studies include Parekh (1976), Abraham M.C. (1974), Boki (1956), Lincon (1927), Rinehurt (1947).

Certain other studies did not find any significant difference in the achievement of boys and girls. Thus the researches undertaken do not yield any clear thrust. There is no persistent relationship between sex and performance.

### **6.3.0 Academic Achievement of Rural and Urban Students**

Even in the case of academic achievement in relation to rural and urban background there is no clear thrust in the research findings. Some studies have yielded results underscoring a superiority of urban students. They include Passi B.K. (1972), Srinivas R.A. (1969) and Menon S.K (1972), other studies wherein rural studies found to be superior, include Bountra R.K. (1970), Singh B.N.K. (1963), Singh J.C. (1979), Bhirud G.L. (1973).

Some other studies did not find any significant relationship. They include Aron P.G. Malathesa (1969) etc.

### **6.4.0 Socio-Economic Status and Performance**

Socio-economic status can be divided into three aspects, namely, social, economic and educational.

A number of researches have tried to find out the relationship between the social status of the family and performance of students. Glason (1972), Whiteman and Deutsch (1963) pointed out that social cultural deprivation contributes negatively to the vocabulary acquisition. Ushashri (1979) found that the socially disadvantaged pupils scored lower marks though they did not differ in mental abilities.

The educational level of the parents always helps the students in achieving more marks. The studies undertaken by Viswanadham and Reddy (1979), Mehta (1969), Saini (1972), Joseph (1965), Ramgopal (1984), Bayley (1984), Kranthimani (1984) and Sudha Tripathi (1985) have emphasised the impact of parental education on children's performance.

There are some other studies which established that the economic status of the parents is responsible for better performance of their wards. Such studies undertaken by Burst (1975), Mickinan (1964), Jones and MacMillan (1973), Bishat G.S. (1972) some other studies did not indicate any relationship between economic status. Such studies and performance were under include Parekh (1973), Chopra (1964), Jagannatham K. (1986). However, it is generally

included that there is a positive correlation between socio-economic status and performance of the students.

#### **6.5.0 School System and Caste Composition**

As the Indian society is stratified so is the school system. There is a variety of managements which cater to different caste categories, within the caste hierarchy, while the higher castes who are normally rich prefer private and private residential schools, the lower castes are obliged to send their wards to government and zilla parishad schools.

Sachidananda Murthy (1981) has found that though the backward sections admit their wards in private schools in large numbers, their children drop-out, while the children from forward castes retain their strength and improve their ratio.

In a study of caste composition in residential and non-residential educational institutions, Parmaji, Surya Prakash and Ratna Kumari (1984) have found out that while in the residential schools the forward castes accounted for over 96%, in non-residential schools, they were to the extent of 97%. In a private Engineering College, in Warangal, Sammaiah (1981), found the FCs formed 97% while the backward castes had a share of 13%. There were no Scheduled Caste and Scheduled Tribes.

Generally it is concluded that the forward castes are found predominantly in private institutions, both residential and non-residential, while Scheduled Caste and Scheduled Tribes are found mostly in government and zilla parishad schools. Wherever the admissions are through capitation fee, Scheduled Caste and Scheduled Tribes are never found while more than 90% of the students are from forward caste category.

#### **6.6.0 Methodology**

This section of the report includes the design of the study, the tools used, the sample chosen, the data collection procedure adopted and the statistical techniques used.



6.6.1 The design of the study is provided in the figure 6.3 1.

6.6.2 The following tools have been used in the study.

1. Socio-economic status scale and bio-data blank. The socio-economic scale was adopted from Narayana Rao's scale, while the bio-data blank was constructed on the basis of research design.

### **6.6.3 Sample**

In fact, the multi-stage cluster sampling method was adopted. Four districts in Telangana representing various levels of development were selected. The following table presents the universe and the sample of institutions selected from four districts chosen. The sample of institutions is divided educational level-wise.

Wherever the institutions have been selected, the total population of Scheduled Caste students studying in final year courses of study in those institutions have been taken as the sample.

### **6.6.4 Data Collection Procedure**

The data was personally collected by the researcher. The bio-data of the students was gathered from the student sample. The marks obtained by them in final year examinations were collected from the respective institutions. In certain cases, the same information was collected from the Board of Examinations and University Examination Branches.

### **6.6.5 Statistical Techniques Used**

The means, Standard Deviations of the marks achieved by the sample of students at various levels of education in relation to their sub-caste, socio-economic status, sex and community background were worked out. Whenever it was necessary 't' values and 'F' ratios have been worked out.

	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Hyderabad	308	71	150	62	30	137	48	30	70	9	5	35	2	2	48	5	5	40
Khammam	190	84	103	26	13	134	9	4	40	1	1	10	—	—	—	—	—	—
Mahbubnagar	223	120	89	22	11	79	9	5	77	1	1	20	—	—	—	—	—	—
Adilabad	113	52	40	13	6	41	9	5	60	1	1	15	—	—	—	—	—	—
<b>Total</b>	<b>834</b>	<b>327</b>	<b>382</b>	<b>223</b>	<b>60</b>	<b>391</b>	<b>75</b>	<b>44</b>	<b>247</b>	<b>12</b>	<b>8</b>	<b>80</b>	<b>2</b>	<b>2</b>	<b>48</b>	<b>5</b>	<b>5</b>	<b>40</b>

1 = Total institutions;

2 = Sample institutions;

3 = Student sample

## 6.7.0 Results

The results are presented hypothesis-wise.

### 6.7.1 Hypothesis I

There will be differences in the performance levels of Scheduled Caste students hailing from different sub-caste backgrounds.

**Table 6.1**

**Showing the mean performance levels of scheduled caste sub-caste categories along with standard deviations and number of cases**

<i>S. No.</i>	<i>Caste</i>	<i>Mean achievement number</i>	<i>S.D.</i>	<i>F-ratio</i>
1.	Mala	37.32 (N=704)	14.36	8.43*
2.	Madiga	35.91 (N=465)	13.57	
3.	Adi-Andhra	50.32 (N=20)	11.85	
4.	Mahar	57.00 (N=2)	5.65	

\*Significant at 0.01 level.

### 6.7.2 Hypothesis II

Boys increasingly outnumber the girls as the Scheduled Caste students move up the educational ladder.

**Table 6.2**

**Showing the sex background of the sample who had appeared at examinations at various levels of education**

<i>Sex</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medical</i>	<i>Engineering</i>	<i>Total</i>
Boys	332 (87%)	356 (91%)	221 (90%)	80 (100%)	46 (96%)	40 (100%)	1075 (90%)
Girls	50 (13%)	35 (9%)	26 (10%)	0	2 (4%)	0	113 (10%)

### 6.7.3 Hypothesis III

The socio-economic status levels of Scheduled Caste female students will be higher than socio-economic status levels of Scheduled Caste male students.

**Table 6.3**  
Showing the socio-economic status background of scheduled caste boys and girls studying at various levels of education

Sex	SSC	Inter	1st degree	2nd degree	Medical	Engin- eering	Total
Boys	M=2.85 SD=1.81 (N=332)	M=3.87 SD=3.32 (N=356)	M=3.88 SD=5.29 (N=221)	M=6.58 SD=6.31 N=80	M=8.35 SD=6.85 (N=46)	M=8.43 SD=8.92 (N=No)	M=4.12 SD=4.54 (N=1075)
Girls	M=3.10 SD=1.63 (N=50)	M=3.83 SD=5.22 (N=35)	M=8.65 SD=8.60 (N=26)	M=— SD=— (N=0)	M=5.50 SD=2.12 (N=0)	M=— SD=— (N=2)	M=4.65 SD=5.57 (N=113)
Total	M=2.88 SD=1.79 (N=382)	M=3.86 SD=3.52 (N=391)	M=4.38 SD=5.89 (N=247)	M=6.58 SD=6.31 (N=80)	M=8.23 SD=6.74 (N=48)	M=8.43 SD=8.92 (N=40)	M=4.17 SD=4.65 (N=1188)

\*t 1.1508 not significant.

### 6.7.4 Hypothesis IV

The performance of male Scheduled Caste students is better than the performance of female Scheduled Caste students

**Table 6.4**  
Statement showing the percent of marks scored by boys and girls at different levels of education along with standard deviations and their strength

Sex	SSC	Inter	1st degree	2nd degree	Medical	Engin- eering	Total
Boys	M=40.70 SD=12.82 N=332	M=27.10 SD=11.46 N=356	M=34.72 SD=7.32 N=221	M=54.00 SD=4.12 N=90	M=54.00 SD=2.86 N=46	M=61.07 SD=9.74 N=40	M=37.29 SD=14.26 N=1075
Girls	M=38.55 SD=11.74 N=50	M=27.63 SD=12.63 N=35	M=37.96 SD=10.40 N=26	N=00 N=2 N=0	M=56.00 00.00 N=2	N=00 N=2SD=12.67 N=0	M=34.45 SD=12.67 N=113
Total	M=40.16 SD=12.75 N=382	M=27.15 SD=11.55 N=391	M=35.06 SD=7.74 N=247	M=54.06 SD=4.12 N=80	M=54.08 SD=2.83 N=48	M=61.07 SD=9.73 N=40	M=37.02 SD=14.14 N=1188

**Table 6 5**  
**Showing performance of scheduled caste boys and girls at**  
**SSC, Inter and 1st degree level along with t-value**

<i>Sex</i>	<i>SSC</i>	<i>Inter</i>	<i>Degree</i>
Boys	M=40.70	27.10	34.72
	SD=12.82	11.46	7.31
	(N=332)	(N=356)	(N=221)
	t=1.19	t=0.24	t=1.54
Girls	M=38.55	27.63	37.96
	SD=11.74	12.63	10.40
	(N=50)	(N=35)	(N=26)

### 6.7.5 Hypothesis V

The educational levels reached by the students of different Scheduled Caste sub-caste categories are not uniform.

**Table 6.6**  
**Showing the educational level of the caste group along with**  
**percentages of composition**

<i>Sub-Caste</i>	<i>SSC</i>	<i>Inter</i>	<i>1st degree</i>	<i>2nd degree</i>	<i>Medical</i>	<i>Enginee-ring</i>	<i>Total</i>
Mala	234	236	124	48	33	26	701
	61.25%	60.35%	50.20%	60.0%	68.75%	65.0%	59.0%
Madiga	147	151	123	23	9	12	465
	38.48%	36.8%	49.79%	28.75%	18.75%	30.0%	39.14%
Adi-	1	4	0	9	4	3	20
Andhra	0.26%	1.02%	0.00%	11.25%	8.33%	5.0%	1.68%
Mahar	0	0	0	0	2	0	2
					4.16%		0.16%
<b>Total</b>	<b>382</b>	<b>391</b>	<b>247</b>	<b>80</b>	<b>48</b>	<b>40</b>	<b>1188</b>

### 6.7.6 Hypothesis VI

While students from Madiga sub-caste categories hail predominantly from rural background, Malas hail predominantly from urban background.

Table 6.7

Showing the rural and urban background of caste categories of the sample along with percentages

<i>Caste</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
Mala	540 (77%)	161 (22.96%)	701 (100%)
Madiga	379 (81.5%)	86 (18.49%)	465 (100%)
Adi- Andhra	15 (75%)	5 (25%)	20 (100%)
Mahar	1 (50%)	1 (50%)	2 (100%)
<b>Total</b>	<b>935</b> (78%)	<b>253</b> (22%)	<b>1188</b> (100%)

### 6.7.7 Hypothesis VII

The ratio of rural Scheduled Caste students decreases more sharply when compared to urban Scheduled Caste students as they move up educational ladder.

Table 6.8

Showing the educational level of the sample, community background-wise along with percentages

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
SSC	314 (33.58%)	68 (26.87%)	382
Intermediate	317 (33.90%)	74 (29.24%)	391
1st degree	180 (19.25%)	67 (26.48%)	247
2nd degree	65 (6.95%)	15 (5.92%)	80
Medical	29 (3.10%)	19 (7.50%)	48
Engineering	30 (3.20%)	10 (3.95%)	40
<b>Total</b>	<b>935</b>	<b>253</b>	<b>1188</b>

### 6.7.8 Hypothesis VIII

The socio-economic status levels of urban Scheduled Caste students will be higher than the socio-economic status levels of rural Scheduled Caste students.

**Table 6.9**  
**Showing the socio-economic status levels of rural and urban scheduled caste students along with mean and standard deviation**

<i>Community background</i>	<i>Socio-economic status</i>	<i>T-value</i>
Rural	M=3.8663 SD=4.0307 (N=935)	3.36*
Urban	M=5.2806 SD=6.3192 (N=253)	
Total	M=4.1175 SD=4.6473 (N=1188)	

\*Significant at 0.01 level.

### 6.7.9 Hypothesis VIII

**Table 6.10**  
**Showing the mean socio-economic status levels of scheduled caste boys and girls hailing from rural and urban areas along with standard deviation and strength**

<i>Sex</i>	<i>Rural</i>	<i>Urban</i>	<i>t-ratio</i>
Boys	M=3.81 SD=3.91 (N=860)	5.31 6.34 (N=215)	3.31*
Girls	M=4.41 SD=5.21 (N=75)	5.11 6.25 (N=38)	0.60

\*Significant at 0.01 level.

### 6.7.10 Hypothesis IX

The performance of urban Scheduled Caste students will be superior to the performance of rural Scheduled Caste students.

**Table 6.11**  
Showing the mean performance levels of scheduled caste candidates in relation to their rural and urban backgrounds

<i>Rural SCs</i>	<i>Urban SCs</i>	<i>Total</i>	
M=36.64	38.45	37.02	
SD=13.73	15.56	14.14	t=1.69
(N=935)	(N=253)	(N=118)	

### 6.7.11 Hypothesis IX

**Table 6.12**  
Showing the mean performance levels of scheduled caste candidates at various examinations in relation to their rural and urban background

<i>Educational level</i>	<i>Rural</i>	<i>Urban</i>	<i>Total</i>	<i>T-value</i>
SSC examinations	M=39.33 SD=12.00 (N=314)	44.00 15.29 (N=68)	40.16 12.75 (N=382)	2.37*
Intermediate examinations	M=27.84 SD=11.42 (N=317)	24.21 11.76 (N=74)	27.15 11.55 (N=391)	2.42*
1st degree examinations	M=34.03 SD=6.84 (N=180)	37.85 9.25 (N=67)	35.06 7.74 (N=247)	3.08**
2nd degree examinations	M=54.10 SD=4.29 (N=65)	53.87 3.44 (N=15)	54.06 4.12 (N=80)	0.23
Medical examinations	M=53.66 SD=3.09 (N=29)	54.74 2.33 (N=19)	54.08 2.83 (N=48)	1.38
Engineering examinations	M=62.77 SD=10.44 (N=30)	56.00 4.57 (N=10)	61.07 9.74 (N=40)	2.83**

\*Significant at 0.05 level

\*\*Significant at 0.01 level



### 6.7.12 Hypothesis X

There is a positive correlation between the socio-economic status levels of Scheduled Caste students and the educational levels reached by them.

**Table 6.13**  
**Showing the socio-economic status levels of the**  
**scheduled caste students studying at various levels of**  
**education**

<i>Sl. No.</i>	<i>Level of education</i>	<i>Socio-economic status levels</i>	<i>F-Ratio</i>
1.	SSC	M=2.88 SD=1.78 (N=382)	27.3847*
2.	Intermediate	M=3.86 SD=3.52 (N=391)	
3.	1st degree	M=4.38 SD=5.89 (N=247)	
4.	2nd degree	M=6.58 SD=6.31 (N=80)	
5.	Medical	M=8.23 SD=6.74 (N=48)	
6.	Engineering	M=8.13 SD=6.74 (N=40)	
<b>Total</b>		<b>M=4.17</b> <b>SD=4.65</b> <b>(N=1188)</b>	

\*Significant at 0.01 level.

### 6.7.13 Hypothesis XI

There is a positive correlation between the socio-economic status levels of Scheduled Caste students and their levels of academic performance.

Table 6.14

Showing the performance levels of scheduled caste students in relation to their socio-economic status levels

Students	Fail	Third class	Second class	First class	Distinction	Total	F-ratio
	M=3.67	4.49	6.13	4.45	5.00	4.16	
Scheduled Caste students	SD=3.86	5.36	6.45	5.50	3.85	4.65	
	N=853	N=93	N=190	N=44	N=8	N=1188	11.5887*
	(71.8%)	(7.8%)	(15.9%)	(3.7%)	(0.67%)	(100%)	

\*Significant at P 0.01 level

#### 6.7.14 Hypothesis XII

The Scheduled Caste students studying in private schools perform better than Scheduled Caste students studying in Government and Zilla Parishad schools.

Table 6.15

Showing percentage of marks scored by sample studying in different types of institutions in SSC exams

Institutions	SSC examination	F-ratio
Government School	M=39.26 SD=10.28 (N=102)	
Zilla Parishad	M=38.33 SD=12.26 (N=181)	F=7.8547*
Private aided	M=45.14 SD=14.78 (N=95)	
Private unaided	M=28.00 SD=3.36 (N=4)	
	(Total No. 382)	

\*Significant at 0.01 level

### 6.4.15 Hypothesis XIII

Scheduled Caste students better their performance levels as they move up the educational ladder.

**Table 6.16**

**Showing the percentage of marks scored by scheduled caste students at different levels of education**

<i>Students</i>	<i>SSC</i>	<i>Inter</i>	<i>1st deg- ree</i>	<i>2nd deg- ree</i>	<i>Medi- cal</i>	<i>Engi- nee- ring</i>	<i>Total</i>	<i>Ratio</i>
Scheduled Caste students	M=40.16 SD=12.75 N=382	27.15 11.56 N=391	35.07 7.74 N=247	54.06 4.12 N=80	54.08 2.83 N=48	61.07 9.74 N=40	37.02 14.14 N=1188	F=181 6921*

\*Significant at 0.01 level

## 6.8.0 Discussion

The discussion covering each hypothesis is presented hypothesis-wise.

### 6.8.1 Sub-Caste Categories and Performance

It is established that the 59 sub-caste constituting Scheduled Caste are not uniform. Out of 59 sub-castes only four sub-castes reached the educational levels covered by the research. Even the four sub-castes covered display differences. The Malas appeared to be at the top. The findings of this research are amply supported by earlier researches.

### 6.8.2 Composition of Scheduled Caste Boys and Girls

The sex composition reveals a predominance of males over females. There were only 13% of girls of SSC level, but even this meagre percentage declined at higher levels of education. In fact there was no representation of girls in P.G. and Engineering Courses.

### **6.8.3 Socio-Economic Status Levels of Scheduled Caste Boys and Girls**

At each level of education the socio-economic status levels of girls were found to be superior to that of the boys, but the overall differences in the socio-economic status levels of boys and girls were not found to be statistically significant.

The possible reasons for uniformity in socio-economic status levels could be the general poverty of Scheduled Castes. The Scheduled Castes, both boys and girls, are there in the educational institutions because of the financial support extended by the government.

### **6.8.4 The Performance of Scheduled Caste Boys and Girls**

The differences in the performance levels of boys and girls were not found to be statistically significant. It could be because, they study in government financed institutions which are generally low quality institutions. They are not much different from each other.

The research review does not either indicate a clear thrust with regard to the differences in the achievement of boys and girls.

### **6.8.5 Educational Levels Reached by Scheduled Caste Sub-Castes**

The research indicates inequality in the levels reached by various Scheduled Caste sub-castes. While many of the Scheduled Caste sub-castes do not reach the stage of higher education, it is only the Malas and the Madigas who monopolise the seats in various educational institutions. The Malas reach higher levels of education—a fact which is supported by various researches. Madigas who are numerically larger, have only a second place next to Malas.

### **6.8.6 Rural and Urban Background of Mala and Madiga Sub-Castes**

The findings underline the fact that the Malas and Madigas are predominantly rural in their background. However, the Malas have got relatively more urban bias.

### **6.8.7 Rural and Urban Composition of Scheduled Caste Students at Various Levels of Education**

It has been found that while the Scheduled Castes are mostly rural in background, but as the rural and urban Scheduled Castes move up the educational ladder, the rural Scheduled Castes drop-out more than the urban Scheduled Castes. The research evidence does not throw much light in this area.

### **6.8.8 Socio-Economic Status Levels of Rural and Urban Scheduled Caste Students**

It has been found that the socio-economic status of urban Scheduled Caste students were higher than the socio-economic status levels of rural Scheduled Caste students. This could be because of better opportunities of earning by Scheduled Castes in urban centres.

### **6.8.9 Performance of Rural and Urban Scheduled Caste Students**

The results do not indicate significant differences in the performance levels of rural and urban Scheduled Caste students, but at certain stages of education, the differences were found to be statistically significant. While the urban students excel the rural students at the SSC level and 1st degree level, the rural students excel the urban students at Intermediate and Engineering education.

Since the majority of Scheduled Caste students stay in the hostels in mostly semi-urban and urban centres, they seems to have a uniformity in the background and so the differences in performance do not vary greatly.

#### **6.8.10 Socio-Economic Status Levels of Scheduled Caste Students at Various Levels of Education**

The results reveal a positive correlation between socio-economic status and educational levels reached. It is significant to find that inspite of the financial assistance extended by the government, it is the original levels of socio-economic of Scheduled Caste students that determine the educational levels reached. Thus the poor Scheduled Caste students a fail to go up the educational ladder inspite of the financial assistance extended to them by the government.

#### **6.9.11 Socio-Economic Status Levels of Scheduled Caste Students and Their Performance**

The results reveal a significant relationship between socio-economic status levels of Scheduled Caste students and the levels of their performance. Thus it has been concluded that the inspite of financial help extended by the government, there is a significant relationship between the socio-economic status of the families of Scheduled Caste students and their performance levels. It can be concluded that the government assistance is too marginal to develop merit among the Scheduled Caste students.

#### **6.8.12 Performance of Scheduled Caste Students in Private and Public Schools**

The results reveal that the Scheduled Caste students studying in private schools perform better than the Scheduled Caste students studying in government and zilla parishad schools. The performance of Scheduled Caste students studying in private schools is no way different from the performance of non-Scheduled Caste students studying in private schools; however, it is not known, which particular combination of factors is responsible for better performance of students in private schools.

### **6.8 13 Performance of Scheduled Caste Students at Various Levels of Education**

The results reveal that the Scheduled Caste students better their performance as they move up the educational ladder. These findings are supported by the earlier researches conducted in the field. It is found that as the Scheduled Caste students move away from the home environment and from inferior school system, to better educational institutions and better environments, they improve their quality of performance.

#### **6.9.0 Conclusions**

The following conclusions have been drawn from the results:

1. Among the Scheduled Caste sub-caste categories, there are vast disparities. Very few castes reach the level of university education while majority of the sub-castes do not reach the education upto the SSC. Malas happen to be the most advantaged caste categories among Scheduled Castes followed by Madigas and Adi-Andhras.
2. The number of female students dwindled sharply when compared to males, as they moved up the educational ladder.
3. The socio-economic status levels of Scheduled Caste boys and girls are almost the same. The performance of Scheduled Caste boys do not differ significantly at various levels of education.
4. The Scheduled Caste boys and girls perform almost at the same level at various stages of education.
5. Certain sub-castes including Malas and Madigas reach the higher levels of education, while majority of sub-castes do not reach the stage of even SSC.
6. Both Malas and Madigas hail mostly from rural background.

The ratio of rural Scheduled Caste students decreases more sharply than the ratio of urban students, as they move up the educational ladder.

The socio-economic status levels of urban Scheduled Caste students are higher than socio-economic status levels of the rural Scheduled Caste students.

By and large there is no difference in the performance levels of rural Scheduled Caste students. However, while the rural Scheduled Caste students excel the urban Scheduled Caste students at Intermediate and Engineering examinations, the urban Scheduled Caste students excel rural Scheduled Caste students at SSC and first degree examinations.

Only the Scheduled Caste students with higher levels of socio-economic status reach the higher levels of education.

The Scheduled Caste students with higher levels of socio-economic status perform better than Scheduled Caste students with relatively low levels of socio-economic status.

The Scheduled Caste students studying in private schools perform better at SSC levels than Scheduled Caste students studying in government and zilla parishad schools.

The Scheduled Caste students better the performance levels as they move up the educational levels.

### **Suggestions for Further Research**

#### **ly of Reasons for Better Performance of Private ls**

has been found that even the Scheduled Caste boys ag in private schools have better performance levels cheduled Caste boys studying in government and zilla ad schools. Many more studies undertaken in the field



have revealed the same results, though the sample was not the same. Thus it can be generalised that the students from the private schools perform better than the students from the government schools.

What could be the reason for their superior performance? Is it because of the fact that academically better students join the private schools? What role does the socio-economic status of the students including their parental educational levels play in this regard?

The staff members of the private schools are not as qualified and as much paid as the teachers in government schools. Then how do the products of private school perform better than the products of government schools? What could be the specific factor or the combination of factors responsible for the better performance of students in private schools? A study could be undertaken in this regard.

### **Prescribing Optimal Norms for Better Functioning of Scheduled Caste Hostels**

Scheduled Caste students coming from poorer families do not seem to perform well while Scheduled Caste students coming from higher levels of socio-economic status seem to perform well. Where do the Scheduled Caste students with higher levels of socio-economic status stay? Do they stay with their parents or in the Scheduled Caste hostels? If the Scheduled Caste students stay with their parents and perform better, how to manipulate the environment in Scheduled Caste hostels, so that their inmates perform better. There is a need to identify the deficiencies in the Scheduled Caste hostels to make them effective in such a way that their inmates produce better academic results.

When the government is spending quite a lot on the Scheduled Caste hostels, the entire expenditure becomes a waste if the hostel environment is not congenial to better academic work.

So a study to identify minimum norms of the better functioning of Scheduled Caste hostels could be undertaken

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## *Appendix-A*

### *List of Scheduled Castes*

(Scheduled Castes and Scheduled  
Tribes Modification Act, 1956)

1. Adi-Andhra
2. Adi-Dravida
3. Anamuk
4. Arya Mala
5. Arundhatiya
6. Arwa Mala
7. Barika
8. Bavuri
9. Bada Jangam
10. Bindla
11. Byagara
12. Chachati
13. Chalavadi
14. Chamar
15. Chamber
16. Chandala
17. Dakkal
18. Dandasi
19. Dhor
20. Dom, Dombara
21. Ellamalarwar
22. Ghasi
23. Godagali
24. Godari
25. Gosani

26. Holeyā
27. Holeyā Dasari
28. Jaggali
29. Jambuvulu
30. Kolupulavandlu
31. Madasi Kuruva
32. Madiga
33. Madiga Dasu
34. Mahar
35. Mala
36. Mala Dasari
37. Mala Dasu
38. Mala Hennai
39. Mala Jangam
40. Mala Masti
41. Mala Sanyasai
42. Mala Sale Netkani
43. Mang
44. Mang Garodi
45. Manne
46. Mashti
47. Matangi
48. Mehtar
49. Mitha Ayyalvar
50. Mundala
51. Paky Moti Thoti
52. Pambada Pambanda
53. Pamidi
54. Panchama Pariah
55. Relli
56. Samagara
57. Samban
58. Sapru
59. Sindhoolu Chindollu

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